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Report
Minister of Education
Province of Ontario
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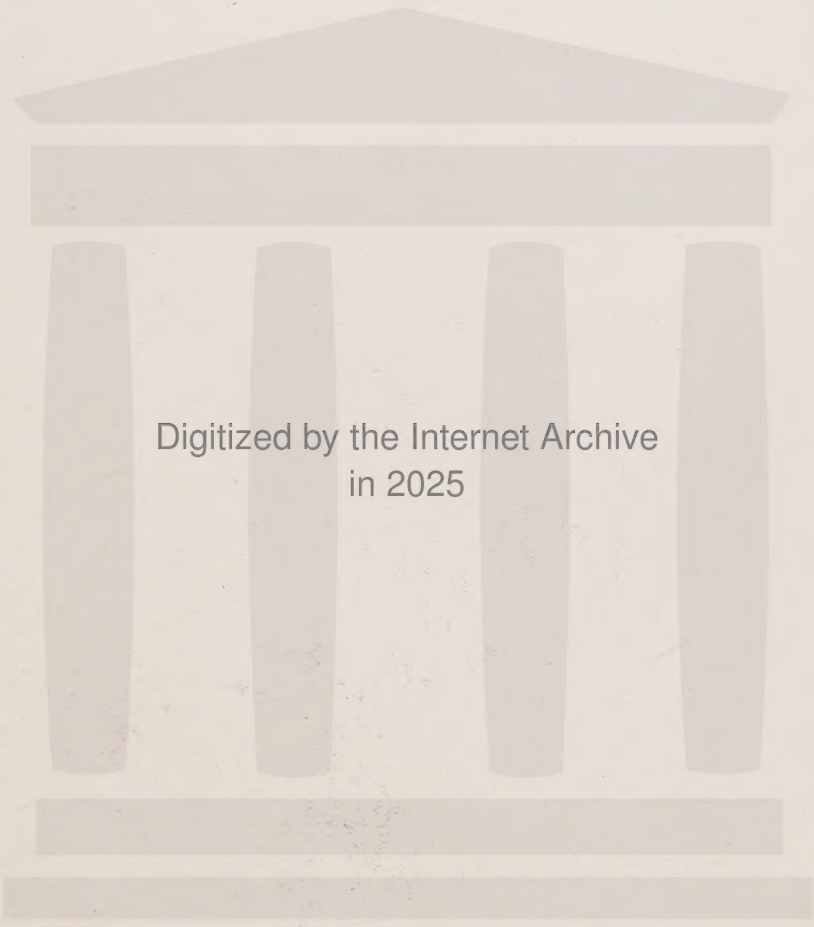
1911



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King George Public School, Collingwood. Erected 1911

REPORT

OF THE

Minister of Education

Province of Ontario

FOR THE YEAR

1911

Ministry of Education, Ontario
Information Centre, 13th Floor,
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TABLE OF CONTENTS

Observations of the Minister

	PAGE
Educational Progress	ix
The Cost of Education	ix
The Supply of Teachers	x
Normal and Model Schools	x
Compulsory Attendance of Pupils	xi
Technical Education	xi
Agricultural Training	xi
School Text-Books	xii
The Schools in the Districts	xiii
The Public Libraries	xiv
Schools for the Deaf and the Blind	xiv
Summary of School Statistics	xv
Increase in Teachers' Salaries	xv
Higher Certificates Replacing Lower	xvii
Attendance	xvii
Continuation Schools	xvii
Change in Examination Dates	xviii
An Education Jubilee	xviii

Summary of Statistics

I.—Elementary Schools	xix
II.—Secondary Schools	xxi
III.—General: Elementary and Secondary Schools	xxii

Comparative Statistics, 1867-1910

I.—Public Schools (including Separate Schools):	
1. School Population, Attendance	xxiii
2. Classification of Pupils	xxiv
3. Teachers' Certificates	xxv
4. Salaries and Experience	xxvi
5. Receipts and Expenditure	xxvii
Expenditure per Pupil	xxvii
II.—Roman Catholic Separate Schools	xxviii
III.—Protestant Separate Schools	xxix
IV.—Collegiate Institutes and High Schools:	
1. Receipts, Expenditure, Attendance, Etc.	xxix
Expenditure per Pupil	xxix
2. Classification of Pupils, etc.	xxx
V.—Teachers' Institutes	xxxi
VI.—Departmental Examinations, etc.	xxxii

APPENDICES

Appendix A.—Statistical Tables, 1910:

Public Schools

I.—Table A.—School Population, Total and Average Attendance, etc.	2
II.—Table B.—Reading Classes—Pupils in the various branches of instruction	6
III.—Table C.—Teachers, Salaries, Certificates, Experience	22
IV.—Table D.—School Houses, Prayers, Maps, etc.	28
V.—Table E.—Financial Statement	32

Roman Catholic Separate Schools

I.—Table F.—Financial Statement, Teachers, Salaries	40
II.—Table G.—Attendance, Pupils in the various branches of instruction, Maps, etc.	46

Collegiate Institutes and High Schools

PAGE

I.—TABLE H.—Financial Statement, Charges per year for Tuition 58
II.—TABLE I.—Attendance, Pupils in the different schools, and in the various branches of instruction 70
III.—TABLE K.—Miscellaneous, School Houses, Schools under United Board, Equipment, etc. 84

Protestant Separate Schools

TABLE L.—Protestant Separate Schools 90

Miscellaneous

TABLE M.—Report on Kindergartens 91
TABLE N.—Report on Night Schools 92
TABLE O.—Report on Truancy 92
TABLE P.—General Statistical Abstract 96

APPENDIX B.—TEACHERS' INSTITUTES, FINANCIAL STATEMENT, 1910 98
APPENDIX C.—ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS, 1911 102
APPENDIX D.—FIFTH CLASSES, 1910-1911 106
APPENDIX E.—ELEMENTARY AGRICULTURE AND HORTICULTURE IN RURAL SCHOOLS 112
APPENDIX F.—RURAL SCHOOL LIBRARIES, 1910-1911 113
APPENDIX G.—PROCEEDINGS FOR THE YEAR 1911:
Instructions to Inspectors—Instructions No. 12 115
Instructions to Inspectors—Instructions No. 13 119
Instructions to Inspectors—Instructions No. 14 124
Syllabus of Courses and Regulations for the Model Schools—Circular No. 4 126
Syllabus of Regulations and Courses for the Normal Schools—Circular No. 23 141
Teachers' Training Courses in Elementary Agriculture and Horticulture and Industrial Arts—Circular No. 13½ 168
Regulations and Courses of Study for the Agricultural Departments of High Schools—Circular No. 47½ 175
Industrial Schools—Circular No. 27 179
Course of Study in Mediæval and Modern History for High Schools—Circular No. 11 189
High and Continuation Schools—Circular No. 37 (3) 196
High Schools—Accommodations and Gymnasiums—Circular No. 8. 197
To Inspectors, regarding Teachers—Circular No. 30½ 203
To Teachers who hold Limited Third Class Certificates—Circular No. 32 205
Professional Certificates—Circular No. 16 206
Districts of Ontario—North Bay Normal School, District Summer Schools—Circular No. 30 212
Sturgeon Falls English-French Model School—Circular No. 31 214
Ottawa English-French Model School—Circular No. 31 A 216
English-French Schools, Certificates for 1911-1912—Circular No. 1 B. 217
Examinations, 1912—Circular No. 58 218
Examinations, 1912—Circular No. 58½ 223
Examinations—Instructions to Presiding Officers—Instructions No. 5. 225
Departmental Instructions—Circular No. 57 232
Schedule of Fees and Allowances—Circular No. 71 237
Duties of Public School Inspectors in City Inspectorates—Instructions No. 16 C 239
Text-Book Regulations—Circular No. 14 241
School Cadet Corps—Instructions No. 10 250
The Strathcona Trust—Instructions No. 10½ 254
The Strathcona Trust—Instructions No. 10 a 257
To Public School Inspectors—Physical Culture 258
Patriotic Programmes 259
Official Calendar for 1912—Form No. 94 262
Orders in Council 268

Appendix H.—List of Inspectorates and Inspectors 271
Appendix I.—Report of the Ontario Institution for the Education of the Blind 277
Appendix J.—Report of the Ontario Institution for the Deaf and Dumb 325
Appendix K.—Reports of the Inspectors of High Schools 348
Appendix L.—List of Certificates Issued by the Department, 1911 365
Appendix M.—Provincial Normal and Model Schools, Staffs and Attendance, 1911-1912 380
Appendix N.—Provincial Model Schools, 1911 383
Appendix O.—Superannuated Teachers, 1911 384
Appendix P.—High and Public School Cadet Corps, 1911 385
Appendix Q.—Financial Statements of the Faculties of Education 387
Appendix R.—Report of the Librarian of the Department 391
Appendix S.—Report of the Historiographer of the Department 417
Appendix T.—Report of the Inspector of Technical Education 424
Appendix U.—Members of the Advisory Council; Lists of Associate Examiners, High School, and Continuation School Principals and Assistants :
I.—Members of the Advisory Council 430
II.—Associate Examiners, 1911 430
III.—Principals and Assistants of Collegiate Institutes and High Schools 434
IV.—Principals and Assistants of Continuation Schools 464

Appendix V.—Report of the Inspector of Public Libraries, Scientific Institutions, and Literary and Scientific Societies 475

LIST OF ILLUSTRATIONS

	PAGE
King George Public School, Collingwood ..... *Frontispiece*	
Institution for the Blind, Brantford	276
In the Willow Shop, Institution for the Blind	285
Pupils, Institution for the Blind, 1911	291
Convention of Workers for the Blind, Overbrook, Pa.	300
Sewing Room, Institution for the Blind	306
Making Rope from Binder Twine, Institution for the Blind	315
View on Main Driveway, Institution for the Deaf	324
Boys at Fire Drill, Institution for the Deaf	324
Poultry House and Run, Institution for the Deaf	326
In the Pasture, Institution for the Deaf	326
A Class in the Orchard, Institution for the Deaf	328
On the Lawn, Institution for the Deaf	329
Croquet, Institution for the Deaf	329
Singing a Hymn, Institution for the Deaf	330
Chums, Institution for the Deaf	330
A Winter Scene, Institution for the Deaf	331
Hon. W. J. Bryan Addressing the Pupils, Institution for the Deaf	331
Lawn Tennis, Institution for the Deaf	332
A Little Pantomime, Institution for the Deaf	332
In the Dairy Barn, Institution for the Deaf	333
Clean Milking, Institution for the Deaf	333
Brantford Collegiate Institute	346
Newmarket High School	347
Haileybury High School	353
Orangeville High School	354
Grimsby High School	355
Stirling High School	360
Hamilton Public Library	390
Oakwood High School, Toronto, (including a description)	433
Yorkville Branch, Toronto Public Library	476
Queen and Lisgar Branch, Toronto Public Library	476
Fergus Public Library	481
Children's Room, College Street Branch, Toronto Public Library	481
Peterborough Public Library	504
Newmarket Public Library	508
Grafton Public Library	508
Walkerville Public Library	516
Western Branch Public Library, Toronto	520
Riverdale Public Library, Toronto	520
Travelling Libraries	527
Peterborough Library, Interior View	534
Group of Some of the Staff and Students, Summer Library School	555
Niagara Falls Public Library	558
Westmount Public Library, P. Q.	571
Peterborough Public Library, Interior View	571
Regina Public Library, General Reading Room	578

REPORT

OF THE

MINISTER OF EDUCATION

FOR THE YEAR 1911

To the Honourable JOHN M. GIBSON, K.C.,
Lieutenant-Governor of the Province of Ontario.

MAY IT PLEASE YOUR HONOUR:

I beg to present to Your Honour the report of the Department of Education for the year 1911. The past year, I am glad to report to Your Honour, has been marked by substantial progress in the essential features of the educational system. The increases shown in the number of schools and in the attendance of pupils during the year are what might be expected in a Province like Ontario with a growing population, great wealth and rapidly expanding resources. These evidences of advancement naturally call for the establishment of more schools and for the employment of a larger number of teachers to meet the educational needs of the population. A gratifying proof of the public zeal for education is found in the readiness with which better school facilities have been provided throughout the Province and in the enlightened spirit that has been exhibited by boards of trustees and by parents generally in educational affairs. Despite the higher cost of education, there has been no shrinking from the heavier burden entailed. The economic conditions at present affecting all civilized countries involve higher salaries for teachers, since the scale of remuneration for every kind of professional or other work has been advanced. The cost of building has also greatly increased, and it is much to the credit of the people in Ontario, both in urban and in rural areas, that the new school houses erected are of the best modern type and ensure comfortable and healthy conditions for the pupils. The development of courses of instruction, likewise, necessitates heavier expenditures for equipment both in scientific apparatus and school libraries. The value of the provisions made in these respects is seen in the stimulus they afford to study and in the thoroughness with which, by their aid, the subjects of the course can be taught.

The Cost of Education

It is not surprising, therefore, to find that during the past five years the cost of primary education alone has risen in Ontario from about $6,100,000 in 1905 to about $9,300,000 in 1910. This satisfactory state of affairs is a good indication of the manner in which the people have realized their responsibilities for the proper education of their children. They have felt that Canada cannot lag behind in a matter of such paramount importance as education. No public money is more wisely spent, and none brings in richer returns to the State than that spent upon the schools. The expansion of Canada in material things would be of little worth if a decline in educational enthusiasm were to accompany it. Fortunately, the contrary spirit has asserted itself, and while the record can be dwelt upon with

satisfaction, it should not blind us to the larger necessities of the future. In the nature of things expenditure upon education cannot remain stationary. The demands of modern existence call for better training, and, from the utilitarian standpoint alone, the duty is one that cannot be evaded. The trustee boards of the Province, therefore, are confronted with a two-fold obligation: To see that the school taxes are properly spent and to provide adequate funds for the efficient carrying on of the schools.

The Supply of Teachers

In no respect can the success of the educational work of the Province be more accurately gauged than in the qualifications of the teachers employed. It is gratifying to find that Normal trained teachers are steadily replacing those with third class certificates. This process is gradual but steady, and affords proof that the seven Normal Schools are effecting the results expected of them. In due course the limited third class certificates will, as intended, be restricted to those districts in the new parts of the Province or in the outlying less wealthy sections of the counties which are unable to secure the more highly trained teachers. The causes of the shortage of teachers are still in operation. The demand for Ontario teachers in the West continues. As the West expands, this influence may be expected to continue. Last year students entering the training schools were required to state that their first year's teaching would be given in Ontario, after which period they are free to do as they please. This condition seems reasonable when it is remembered that the fees formerly charged pupils in the Normal and Model Schools have been abolished and that the Province bears the cost of these schools. Similar measures have been in force in other Provinces. The prosperity of Ontario is another factor in draining the teaching profession of many promising members. Well-educated young men and women are in demand and employment is readily found in congenial pursuits. In all the large cities and towns certificated teachers are to be found who have secured satisfactory positions, usually at larger salaries and often with less onerous duties, than the positions the teaching profession offers. The only sure offset to this tendency is an increase in teachers' salaries. The movement in this respect is encouraging. The average salary paid in rural public schools increased in 1910, as compared with the previous year, by $24 for males and $32 for females. The salaries in the urban schools exhibit a considerably greater rate of increase. This in a short time should meet the needs of the situation, especially as the training schools for teachers are well attended.

Normal and Model Schools

The attendance in the Normal Schools and Model Schools indicates no dearth of material. The number of pupils admitted to the Normal Schools in 1911 was 1,034. Of these 379 had previously taught on third class certificates and are proceeding to the higher grade. The others, 655 in number, possess the required academic standing and secure their professional training by means of the thorough practice work given in the Normal School course. Inspectors generally speak well of teachers of this grade in recent years who have taken schools. The number of Model Schools retained has been found sufficient. In 1911 there were 13 of these. The average attendance was less than 35, which proves that the superior advantages of the Normal Schools, with the higher professional grades they ensure, and the prospect of better salaries, attract students as it was hoped they would. The male

teachers in training were about 10 per cent. of the whole. The conditions to which I have referred in respect to the attractions of other occupations especially affect young men. In former days men taught for a few years as a convenient stepping-stone to other professions. These formed a valuable element in the supply of teachers. Similar causes are not at work, and it is difficult to discover any measure which would restore the old state of things. School boards might do something by providing residences for teachers, and thus present a tangible inducement to adopt teaching as a permanent profession. The Department, recognizing the potency of the salary question under existing circumstances, continues to put forth its best efforts to persuade school boards to offer as good salaries as their resources permit.

Compulsory Attendance of Pupils

As the population grows the school attendance increases, but it is greatly to be feared that in certain portions of the Province the enforcement of the law requiring compulsory attendance leaves much to be desired. In 1910, as will be observed in the statistical tables, 215 urban school centres out of 287 sent in reports of the truancy officer. There appear to be 72 towns and villages which have no such officer, or, at least, neglect to make reports. In most of the rural areas the local authorities have not appointed such officials, although empowered by the Act to do so. The economic conditions affecting farm labour may account in some measure for irregular attendance of boys and girls at school, but, whatever the cause may be, the result is not satisfactory. The enactment of more stringent legislation to improve matters is, at best, a doubtful remedy, unless there is a strong public opinion to enforce it, but some method of withholding a portion of the legislative grant in cases where attendance is found to be neglected, may have to be devised.

Technical Education

The new Act of 1911 providing machinery for the establishment of classes for industrial training has already lent stimulus to the movement for what is comprehensively termed technical education. In a number of urban centres the advisory boards, whose special concern it is to institute and develop these classes, have been set up and the result thus far is eminently encouraging. The appointment of Dr. F. W. Merchant as Director of Industrial and Technical Education will enable a thorough organization and inspection of the work to be made throughout the Province. During the coming year it is intended that the Director shall visit some of the chief centres of technical training in Great Britain and the Continent of Europe, with a view to applying here the latest experience abroad. Without waiting for such encouragement as the Federal authorities may decide to give to technical training as part of the duty which the Dominion Government must discharge in respect of national industrial efficiency, the Legislature last year voted an ample sum of money for immediate purposes and will be asked to supplement the grant during the coming year.

Agricultural Training

The agricultural courses established in connection with the High Schools have led to such promising results that a number of new centres has been provided during the year. The additional courses are at Newmarket for the County

of York, Orangeville for Dufferin County, Dutton for Elgin County, Markdale for Grey County, and two in the Northern Districts at Fort William and Sault Ste. Marie. There are now in the Province 18 of these courses in connection with either High Schools or Continuation Schools, and by means of the short courses and the field work generally, which are carried on at convenient points in each county, the latest knowledge is being brought within the reach of the farming community. In this work the Departments of Agriculture and Education unite their efforts. Another step of equal importance was taken in 1911 in order to promote elementary agricultural instruction in the rural public schools. Professor S. B. McCready, of the staff of the Ontario Agricultural College at Guelph, has been transferred to this Department and appointed Director of Elementary Agricultural Education. To inspect and encourage the school garden work connected with the rural schools is one of the duties of the new director, and the prospect of a general extension of this practical application of agriculture to the school programme is excellent. There were in 1910 just 17 school gardens in the Province upon which grants aggregating $750 were paid, while at the close of 1911 the returns showed 33 school gardens with grants aggregating $2,320. Here, as in other departments of school training, much depends upon the teacher. In 1911 the grant of $30 on the certificate of teachers holding a certificate in elementary agriculture and horticulture giving the required instruction was paid to 33 teachers. The encouragement given to Normal School graduates to take the three months' courses, provided by this Department at the Agricultural College from April to June each year, is beginning to bear fruit. The number of certificates issued in elementary agriculture and horticulture and industrial arts during the three years the courses have been in existence is 319, and the hope is that this number may increase until a large proportion of the teachers in our rural schools possess at least a grasp of agricultural conditions and have the sympathetic outlook which can do so much to inspire country pupils with an interest in the life about them. In referring to his new sphere of work, the Director of Elementary Agricultural Education reports: "Everywhere throughout the world there is evidence of a strong desire on the part of Educationists and Governments to have the schools give some measure of instruction in Agriculture. Nowhere has the problem been solved completely. The plans that have been in operation in Ontario for the past five years give promise of a very satisfactory solution of the problem. To promote the work, teachers are trained specially at Guelph, material is sent for gardening purposes, special grants are paid both trustees and teachers, practical help is given by the District Agricultural Representatives, and the teachers assisted by charts, bulletins and instruction sheets. In no other part of Canada nor in any state of the United States has any better scheme been devised; nor, indeed, has greater progress been made. There is strong evidence that the advancement of the work from now on will be rapid. Public opinion is becoming alive to the importance and the desirability of this kind of instruction being given in the schools."

School Text-Books

The arduous labour of text-book revision and the issue of new text-books for the Public and High Schools is now approaching completion. Since the Text-book Commission reported upon the prices of the authorized text-books in 1907 and made certain recommendations, the task of carrying out a complete reform

of the whole subject has been in progress. The remarkable reductions in price have already been disclosed in most cases in a return laid before the Legislature and need not be further discussed at this time, but it is proper to point out that efficiency has not been sacrificed to cheapness, and that the educational value of the new text-books is as widely recognized as is their superiority in mechanical production. The books issued last year are:—

Ontario High School Reader.
Ontario High School French Reader.
Ontario High School German Reader.
Ontario High School English Grammar.
Ontario High School Physics.
Ontario High School Laboratory Manual in Physics.
Ontario High School Book-keeping—Second Course.
Ontario High School History of England.
The Story of the British People.

The preparation of teachers' manuals in arithmetic, grammar, geography, history, literature, composition and spelling, nature study and agriculture, manual training and art, is now in an advanced stage, and the books will be issued as soon as possible.

The Schools in the Districts

The exceptional conditions existing in New Ontario have caused the Department to foster in every way the educational facilities of that region. Recognizing the difficulty of establishing schools in newly formed settlements, with a pioneer population unfamiliar with the operation of the school system in older Ontario, and in the absence of the machinery for municipal taxation, special efforts to provide schools have been made. The district inspectors are instructed to aid the settlers in organizing new sections, to give practical advice and suggestions for the erection and equipment of buildings, and to secure qualified teachers wherever possible. There is exhibited everywhere in these regions a praiseworthy desire to give the children a good elementary training. The sacrifices which parents appear ready to make for their children in this respect are highly to be commended. The intelligent interest shown by settlers in the north country in school affairs makes easier the solution of the problem. The placing of a Normal School at North Bay was designed to supply, for the northern schools, teachers possessing a knowledge of the country. A Model School with a four months' course of training is also connected with the Normal School at North Bay, and notwithstanding the natural obstacles which exist in the way of securing an adequate supply of local teachers the initial progress made is satisfactory. The Legislature has been generous in school grants to the north, and in 1911 the sum of $190,000 was voted and expended in this way. The policy of aiding in the building of schools has been followed, and last year about $7,000 was advanced, under the inspectors' recommendations, to various sections which would have been unable otherwise to erect buildings. It is the intention to summon another conference of the district inspectors at an early date, in order that the Department may secure the latest information concerning the educational needs of the coming year.

The Public Libraries

The report of the Inspector of Public Libraries contains many evidences of the growth and vitality of the library movement in Ontario. The statistics, which are for the year 1910, show that there are now 131 free libraries in the Province, 105 of which possess reading-rooms. The income of these libraries for the year was $310,188. The number of readers was 143,764, and the books issued numbered 2,783,439. There are also 224 Association Libraries which charge fees in order to maintain themselves. They have 21,656 members and issued 591,847 volumes. The sum granted by Mr. Andrew Carnegie for library buildings in Ontario, to April, 1911, was $1,536,500. The first summer school in the Province for the professional training of librarians was held from June 14th to July 12th, 1911, when a special course of instruction in all branches of library work was carried out under the auspices of highly competent specialists. The success of this summer school encourages the hope that it will aid materially in the revival of library work throughout the Province by providing an increasing number of trained persons familiar with the methods and equipment of the large modern libraries.

Schools for the Deaf and the Blind

The educational work carried on in the Provincial institutions at Belleville and Brantford for deaf and blind children respectively is of the highest value. Both institutions, which are under the control of this Department, report a prosperous year.

Dr. Coughlin, the Superintendent of the School for the Deaf, calls attention to several interesting facts in connection with that institution. Training in agriculture of boys who come from country homes has been begun. The instruction is under the direction of a graduate of the Ontario Agricultural College, and the operation of the farm results in a surplus which adds to the school's revenue, and, what is more important, provides healthy congenial training for the pupils. The classes in which deaf children are taught to speak now number ten, and the results attained are remarkable. The question to which the Superintendent refers, that of providing advanced academic and industrial training at Belleville for the deaf similar to what has been accomplished in the United States is one worthy of careful consideration. As far as the equipment and facilities permit, industrial training at Belleville is carried on with success, for the purpose of enabling the children to earn a livelihood in future years instead of becoming a burden upon the State. Principal Gardiner, in dealing with the prospects of blind pupils in securing self-sustaining work, reports having sent the instructor in basket-making, the chief handicraft taught in the Institution, to visit former pupils. The information thus gained is of practical value. The courses in music, which have been inspected by Dr. Ham, the distinguished musician, and which are under the direction of Mr. W. N. Andrews, continue to make good progress. One pupil has passed the first year examination in the Toronto College of Music with first class honours, and another has been successful in the third year examination at the same college. It is intended to add the study of the violin to the courses. Both these institutions are visited regularly by myself and my deputy and present encouraging evidences of what can be done by judicious training for those who are defective in either hearing or sight. They are not intended for the mentally defective.

Summary of School Statistics

The statistics relative to the elementary and secondary schools, which are for the year 1910, contain some instructive information. Efforts have been made to secure in more detail the sums devoted to the elementary schools from various quarters. The total expenditures upon the Public and Separate Schools in 1910 amounted to $9,313,202, which was an increase of about $1,200,000 over the preceding year. The average cost per pupil of enrolled attendance for the year increased from $17.81 to $20.34, and on the basis of average attendance it increased from $29.65 to $33.44. The Legislature contributed about nine per cent. of the total expenditure of these schools, and over eleven per cent. of the expenses exclusive of the amounts expended for sites and buildings.

The sources from which the support of the rural public schools in 1910 was derived were as follows:—

	Amount	Percentage
Legislative grants	$527,736.02	14.80
Municipal grants	1,490,443.07	41.80
Raised by Trustees	$1,213,815.65	34.05
Other sources	332,579.54	9.33

The total expenditure on High Schools and Collegiate Institutes for the year was $1,636,166, while the cost per pupil of enrolled attendance increased from $48.99 to $50.17. The expenditure on salaries amounted to $1,043,585, which was an increase of $101,928. The highest salary paid was $3,500. The average salary for principals was $1,582, an increase of $63; male assistants $1,387, an increase of $89; and female assistants, $951, an increase of $57.

During the school year, 1910-1911, new buildings for the Collegiate Institutes at Brantford and Oakwood (Toronto), and for the High Schools at Dunnville, Grimsby, Haileybury, and Smith's Falls were completed. New wings, in some cases larger than the original buildings, were added to Harbord (Toronto), Humberside (Toronto), and Renfrew Collegiate Institutes, and to Arnprior, Stirling and Sydenham High Schools. The Newmarket and Orangeville High Schools were partially reconstructed.

The total expenditure on both elementary and secondary schools amounted to nearly eleven million dollars ($10,979,368). Toward this amount the Legislature contributed $981,568.

The total expenditure of legislative funds for all educational purposes amounts to 25.2 per cent of the total amount expended by the Provincial Government for all purposes. Compared with this the state expenditure in British Columbia is 12.8 per cent.; in Manitoba, 14 per cent.; in New Brunswick, 19.1 per cent.; and in Nova Scotia, 23.9 per cent. of the total provincial legislative expenditure.

Increase in Teachers' Salaries

A further satisfactory increase in teachers' salaries, in the public schools, is to be noted. Rural schools show increases of $24 and $32, and urban schools of $80 and $33 for male and female teachers respectively. It is of interest to observe in what counties the salary increases have taken place.

The table herewith gives the average salaries and increases for the year in the rural schools of each county and district, and also the corresponding figures for the cities, towns, villages, and for the Province as a whole:

Rural Schools	Average Salaries, 1910		Increase for the year 1910	
	Male	Female	Male	Female
	$	$	$	$
Brant	561	481	41	36
Bruce	469	457	*18	47
Carleton	505	451	25	41
Dufferin	477	460	31	42
Dundas	545	473	49	46
Elgin	545	482	48	48
Essex	545	472	7	36
Frontenac	361	334	*20	21
Glengarry	427	387	20	11
Grey	513	459	34	38
Haldimand	520	466	24	41
Haliburton	450	322	25	20
Halton	528	464	8	34
Hastings	467	429	9	30
Huron	530	457	38	46
Kent	550	504	2	45
Lambton	508	477	42	53
Lanark	397	357	24	13
Leeds and Grenville	458	383	49	26
Lennox and Addington	368	352	*7	16
Lincoln	559	450	17	37
Middlesex	533	474	46	37
Norfolk	495	442	26	34
Northumberland and Durham	489	435	16	35
Ontario	498	449	12	28
Oxford	577	477	64	33
Peel	513	457	28	37
Perth	532	480	24	51
Peterborough	477	401	30	15
Prescott and Russell	430	383	*20	26
Prince Edward	452	403	*23	14
Renfrew	504	354	108	17
Simcoe	528	442	29	31
Stormont	471	409	12	31
Victoria	515	434	47	36
Waterloo	575	468	39	39
Welland	553	452	28	30
Wellington	547	469	33	33
Wentworth	585	472	27	34
York	575	469	5	29
Algoma and Manitoulin	505	396	*6	7
Muskoka	357	333	12	26
Nipissing	488	393	80	35
Parry Sound	432	368	17	28
Rainy River and Thunder Bay	482	466	24	6
All Rural Schools	508	431	24	32
Cities	1,364	659	100	26
Towns	933	472	61	35
Villages	788	451	64	42
All Urban Schools	1,089	565	80	33
Province	711	483	51	34

Increases in Rural salaries since 1905: Male, $106; Female, $120. Increases in salaries throughout the Province since 1905: Male, $197; Female, $135.

* Decrease.

For the first time statistics giving the average salaries of the Public School teachers according to the grade of certificate held have been compiled. These show, as might be expected, that with the higher grade of certificates teachers command larger salaries:

	Average Salary Male	Average Salary Female
I. Class	$1,224	$591
II. Class	690	531
III. Class or District	468	405
Temporary	412	365

Corresponding figures for each county and district and for the cities, towns and villages will be found in Table C, pages 22 to 24 of this report.

Higher Certificates Replacing Lower

Another satisfactory feature is the decided improvement shown in the professional standing of the teachers engaged in the Public and Separate Schools. In 1910 forty-one more teachers held First Class, 779 more held Second Class, and 601 fewer held Third Class certificates than in 1909. And while the number of teachers employed in these schools increased by 244 the total number with lower or "other certificates" increased by only 25. (For the complete situation during many years see page xxv of this Report).

Attendance

The enrolled attendance (459,145) in the elementary schools shows an increase of 2,843 in the number of pupils, and the average attendance, an increase of 4,797. The percentage of average to total attendance increased from 60.17 to 60.84.

Owing largely to the annexations of rural sections to the larger cities the attendance at the rural schools decreased from 239,331 or 52.45 per cent. to 233,092 or 50.76 per cent. of the total enrolled attendance.

The total attendance at the High Schools and Collegiate Institutes shows a decrease of 489 in the number of pupils, the total being 32,612 as compared with 33,101 in the previous year.

Continuation Schools

The following table exhibits the growth of the Continuation Schools (known as Continuation Classes, grade A, until 1908) since shortly after their establishment in connection with the Public and Separate Schools:—

Year	Number of Schools	Total Attendance	Number of Teachers	Number with University Degrees	Number with I. Class (or higher) Certificates	II. Class	III. Class	Temporary	Average Salary	Total Value of Equipment
1898–1899.....	45	1,482	45	5	27	17	....	1	$591	No record of any.
1903–1904.....	68	2,253	89	11	66	19	2	2	572	No record of any.
1908–1909.....	120	5,317	162	20	144	13	3	2	706	$49,250
1909–1910.....	128	5,866	185	26	174	11	....	....	755	57,706
1910–1911.....	138	5,917	215	34	201	14	....	....	800	*65,000

* Approximate.

Change in Examination Dates

During the intense heat of last July, representations were made to me of the discomfort and possible injury resulting from Departmental examinations being held in that month. I have, accordingly, re-arranged the time table of examinations, so that all those conducted under the authority of this Department shall be finished before the last day of June. It is hoped that no condition of the atmosphere similar to that of last year may be felt during the 1912 examinations.

An Education Jubilee

It is fitting to record the important celebration in April, 1911, of the Jubilee of the Ontario Educational Association which Your Honour was good enough to attend. This important body of teachers and trustees fulfils important educational functions, and continues to be highly useful as a means of bringing together the teachers of the Province, as well as stimulating the general interest in education.

Respectfully submitted,

R. A. Pyne,

Minister of Education.

Toronto, 1st *February,* 1912.

SUMMARY OF STATISTICS

I. ELEMENTARY SCHOOLS

a. Public Schools

Number of Public Schools in 1910		5,924
Increase for the year	11	
Number of enrolled pupils of all ages in the Public Schools during the year (exclusive of Kindergarten and Night School pupils)		401,882
Increase for the year	614	
Average daily attendance of pupils		242,977
Increase for the year	2,969	
Percentage of average attendance to total attendance		60.45
Increase for the year	.64	
Number of persons employed as teachers (exclusive of Kindergarten and Night School teachers) in the Public Schools: men, 1,621; women, 7,748; total		9,369
Decrease: men, 39; increase: women, 223; total increase	184	
Number of teachers who attended Normal School		5,421
Number of teachers who attended Normal College or Faculty of Education		728
Number of teachers with a University degree		113
Increase for the year	13	
Average annual salary for male teachers		$711
Increase for the year	$51	
Average annual salary for female teachers		$483
Increase for the year	$34	
Average experience of male teachers		11.46 years
Average experience of female teachers		7.04 years
Amount expended for Public School houses (sites and buildings)		$1,616,713
Amount expended for teachers' salaries		$4,938,701
Amount expended for all other purposes		$1,683,308
Total amount expended on Public Schools		$8,238,722
Increase for the year	$917,483	
Cost per pupil (enrolled attendance)		$20.50
Increase for the year	$2.26	

b. Roman Catholic Separate Schools

Number of Roman Catholic Separate Schools in 1910		484
Increase for the year	17	
Number of enrolled pupils of all ages		57,263
Increase for the year	2,229	
Average daily attendance of pupils		36,381
Increase for the year	1,828	
Percentage of average attendance to total attendance		63.53
Increase for the year	.75	
Number of teachers		1,149
Increase for the year	60	
Amount expended for School houses (sites and buildings)		$523,487
Amount expended for teachers' salaries		$371,338
Amount expended for all other purposes		$209,655
Total amount expended on R. C. Separate Schools		$1,104,480
Increase for the year	$284,296	
Cost per pupil (enrolled attendance)		$19.28
Increase for the year	$4.38	

c. Protestant Separate Schools

Number of Protestant Separate Schools (included with Public Schools, *a*) in 1910		6
Number of enrolled pupils		419
Increase for the year	17	
Average daily attendance of pupils		249
Decrease for the year	1	

d. Kindergartens

Number of Kindergartens in 1910		187
Increase for the year	22	
Number of pupils enrolled		18,943
Increase for the year	1,127	
Average daily attendance of pupils		6,846
Increase for the year	323	
Number of teachers engaged		334
Increase for the year	22	

e. Night Schools

Number of Night Schools in 1910-1911		23
Increase for the year	8	
Number of pupils enrolled		1,615
Increase for the year	301	
Average daily attendance of pupils		344
Decrease for the year	105	
Number of teachers engaged		46
Increase for the year	15	

II. SECONDARY SCHOOLS

a. High Schools

Number of High Schools (including 44 Collegiate Institutes) in 1910		146
Increase for the year	1	
*Number of Teachers in High Schools		853
Increase for the year	33	
Number of pupils enrolled in High Schools		32,612
Decrease for the year	489	
Average daily attendance of pupils		20,389
Decrease for the year	402	
*Average annual salary, Principals		$1,582
Increase for the year	$63	
*Average annual salary, Assistants		$1,194
Increase for the year	$65	
*Average annual salary, all Teachers		$1,259
Increase for the year	$64	
*Highest salary paid		$3,500
Amount expended for High School Teachers' salaries		$1,043,585
Amount expended for High School houses (sites and buildings)		$296,485
Amount expended for all other High School purposes		$296,096
Total amount expended on High Schools		$1,636,166
Increase for the year	$14,529	
Cost per pupil (enrolled attendance)		$50.17
Increase for the year	$1.18	

b. Continuation Schools

Number of Continuation Schools, 1910 (included in Public and Separate Schools, I, *a* and *b*), doing High School work		138
Increase for the year	10	
Number of pupils in attendance		5,917
Increase for the year	51	
Number of teachers devoting whole time to High School courses		215
Increase for the year	30	
Average annual salary, Principals		$892
Increase for the year	$61	
Average annual salary, Assistants		$637
Increase for the year	$45	

*These statistics are based on Returns to the Department, dated January, 1911.

III. GENERAL

Elementary and Secondary Schools

Total population of the Province, 1911		2,523,358
Pupils enrolled in Elementary and Secondary Schools, 1910		512,345
Increase for the year	3,782	
Average daily attendance		306,937
Increase for the year	4,613	
Percentage of total population enrolled		21
Average expenditure per head of total population in 1910		$4.41

Average Expenditure per Pupil (enrolled attendance) in all Schools

	1902	1907	1909	1910
Sites and buildings	$0 97	$2 86	$3 28	$4 76
Teachers' salaries	7 63	10 44	11 70	12 40
All other expenses	2 80	4 40	4 21	4 27
For all purposes	$11 40	$17 70	$19 19	$21 43

Average Expenditure per Pupil (average attendance) in all Schools

	1902	1907	1909	1910
Sites and buildings	$1 70	$4 86	$5 53	$7 94
Teachers' salaries	13 34	17 78	19 68	20 70
All other expenses	4 89	7 50	7 08	7 13
For all purposes	$19 93	$30 14	$32 29	$35 77

COMPARATIVE SCHOOL STATISTICS, 1867-1910

I. PUBLIC AND SEPARATE SCHOOLS

(INCLUDING CONTINUATION SCHOOLS)

These tables, 1, 2, 3, 4, and 5, for the purpose of comparison with previous years in which the Separate Schools were included with Public Schools, include Roman Catholic and Protestant Separate Schools. In the Statistical Tables, A, B, C, D, E (Appendix A), the R. C. Separate Schools are excluded.

1. School Population—Attendance

The School population of the Province (as ascertained by the assessors), and the School attendance, are given in the following table:

Year	School age	School population	Pupils enrolled under 5	Pupils enrolled 5 to 21	Pupils enrolled over 21	Total number of enrolled pupils	Boys	Girls	Average daily attendance	Percentage of average attendance to total number attending school
1867 ..	5—16	447,726	....	*a*380,511	*b*21,132	401,643	213,019	188,624	163,974	40.82
1872 ..	5—16	495,756	.....	*a*433,664	*b*20,998	454,662	238,848	215,814	188,701	41.50
1877 ..	5—16	494,804	1,430	488,553	877	490,860	261,070	229,790	217,184	44.25
1882 ..	5—16	483,817	1,352	469,751	409	471,512	246,966	224,546	214,176	45.42
1887 ..	5—21	611,212	1,569	491,242	401	493,212	259,083	234,129	245,152	49.71
1892 ..	5—21	595,238	1,636	483,643	391	485,670	253,091	232,579	253,830	52.26
1897 ..	5—21	590,055	1,385	481,120	272	482,777	251,677	231,100	273,544	56.66
1902 ..	5—21	584,512	1,001	452,977	110	454,088	232,880	221,208	261,480	57.58
1907 ..	5—21	590,285	691	447,452	75	448,218	229,794	218,424	266,503	59.45
1909 ..	5—21	599,291	653	455,593	56	456,302	234,876	221,426	274,561	60.17
1910 ..	5—21	599,541	595	458,474	76	459,145	235,131	224,014	279,358	60.84

a 5—16. *b* Other ages than 5 to 16. Note.—Kindergarten and Night School pupils are not included in above table.

Increases of 2,843 in the enrolled attendance and of 4,797 in the average attendance, for 1910, are shown in the above table. The percentage of average to total attendance increased by .67 per cent.

The following table compares the attendance and gives the percentages from rural and from urban municipalities for several years:

Year	Attendance in Rural Schools	Attendance in Urban Schools
1903	260,617 or 57.88% of total	189,661 or 42.12% of total
1907	242,247 or 54.05% of total	205,971 or 45.95% of total
1909	239,331 or 52.45% of total	216,971 or 47.55% of total
1910	233,092 or 50.76% of total	226,053 or 49.23% of total

2. Classification of Pupils

Year	1st Reader, Part I., or Primer	1st Reader, Part II., or 1st Book	2nd Book	3rd Book	4th Book	5th Book, or beyond 4th Book	Writing	Arithmetic	Drawing (Art)
1867.....	.....	*79,365	98,184	83,211	68,896	71,987	231,734	241,501	5,450
1872.....	.....	*160,828	100,245	96,481	67,440	29,668	322,688	327,218	57,582
1877.....	.....	*153,630	108,678	135,824	72,871	19,857	396,006	402,248	153,036
1882.....	.....	*165,834	106,229	117,352	71,740	10,357	398,401	419,557	176,432
1887.....	115,657	76,704	100,533	108,096	81,984	10,238	466,389	469,445	375,097
1892.....	114,932	73,015	96,074	99,345	88,934	13,370	465,516	470,813	435,239
1897.....	110,567	70,808	91,330	99,682	89,314	21,076	465,525	471,869	448,444
1902.....	107,441	69,062	85,732	90,630	83,738	17,485	445,316	449,573	434,030
1907.....	112,552	60,194	84,622	89,371	85,752	15,727	448,218	448,218	394,735
1909.....	116,287	62,005	84,036	90,267	87,690	16,017	456,302	456,302	411,207
1910.....	120,010	62,742	86,937	88,387	87,023	14,046	459,145	459,145	422,479

*In 1st Reader.

Year	Geography	Music	Physiology and Hygiene	English History	Canadian History	Composition	Grammar
1867..	272,173	47,618	.....	*61,787	.....	147,412	147,412
1872..... ..	327,139	110,083	.....	47,019	37,339	105,512	176,644
1877.....	375,951	168,942	.....	59,694	43,401	226,977	226,977
1882.....	280,517	158,694	33,926	*150,989	.....	209,184	209,184
1887.....	316,791	203,567	71,525	94,830	114,141	270,856	270,856
1892.....	334,947	220,941	171,594	106,505	147,451	294,331	294,331
1897.....	342,189	233,915	215,343	114,398	169,627	316,787	316,787
1902..... ..	318,755	268,356	194,459	106,282	163,672	296,172	296,172
1907.....	336,073	274,493	249,324	139,212	195,266	357,969	222,745
1909.....	352,693	286,006	285,717	157,062	215,359	373,705	229,316
1910.....	357,555	304,235	307,586	161,992	215,384	381,522	210,850

* History.

The following table classifies the pupils in the various readers, as to rural and urban schools, for the years 1904, 1907, 1909 and 1910:

	Year	First Reader Part I. or Primer	First Reader Part II. or First Book	Second Book	Third Book	Fourth Book	Fifth Book or beyond Fourth Book	Totals
Rural Schools	1904	60,784	36,941	47,930	50,297	47,289	9,892	253,133
Rural Schools...	1907	60,470	31,538	46,219	48,247	46,815	8,958	242,247
Rural Schools	1909	61,091	31,440	43,808	47,031	47,625	8,336	239,331
Rural Schools.....	1910	61,194	30,354	43,970	44,612	46,381	6,581	233,092
Urban Schools (cities, towns and incorporated villages).	1904	44,456	27,800	37,299	39,814	35,815	6,304	191,488
	1907	52,082	28,656	38,403	41,124	38,937	6,769	205,971
	1909	55,196	30,565	40,228	43,236	40,065	7,681	216,971
	1910	58,816	32,388	42,967	43,775	40,642	7,465	226,053

3. Teachers' Certificates

Year	Number of teachers	Male	Female	1st class	2nd class	3rd class	Other certificates, including old County Board, etc.	Number of teachers who attended Normal School	*Normal College or Faculty of Education
1867	4,890	2,849	2,041	1,899	2,454	386	151	666	.....
1872	5,476	2,626	2,850	1,337	1,477	2,084	578	828	.....
1877	6,468	3,020	3,448	250	1,304	3,926	988	1,084	.....
1882	6,857	3,062	3,795	246	2,169	3,471	971	1,873	.....
1887	7,594	2,718	4,876	252	2,553	3,865	924	2,434	.....
1892	8,480	2,770	5,710	261	3,047	4,299	873	3,038	.....
1897	9,128	2,784	6,344	343	3,386	4,465	934	3,643	.....
1902	9,367	2,294	7,073	608	4,296	3,432	1,031	4,774	.....
1907	9,893	1,783	8,110	715	3,887	3,452	1,839	4,587	.....
1909	10,274	1,747	8,527	793	4,732	2,971	1,778	5,602	.....
1910	10,518	1,696	8,822	834	5,511	2,370	1,803	5,743	745

NOTE.—Kindergarten and Night School Teachers are not included in above table.

* For the years previous to 1910 the numbers who attended Normal College or the Faculty of Education are included in the preceding column.

The number of men engaged in teaching in these schools in 1910 was 16.12 per cent. of the whole; in 1909 the number was 17 per cent.

The number of teachers and the class of the certificates, in the Public Schools alone, in each County and District of the Province will be found on pages 22 to 25 of this Report.

The following table classifies the teachers and certificates as to rural and urban schools for the years 1904, 1907, 1909, and 1910:

	Teachers			Certificates			
	Total	Male	Female	1st Class	2nd Class	3rd Class	Other Class
Rural Schools, 1904	5,974	1,469	4,505	152	1,944	3,107	771
Rural Schools, 1907	6,038	1,201	4,837	180	1,542	3,079	1,237
Rural Schools, 1909	6,119	1,126	4,993	205	2,015	2,618	1,281
Rural Schools, 1910	6,129	1,072	5.057	192	2,484	1,869	1,584
Urban (cities, towns and incorporated villages), 1904	3,580	606	2,974	483	2,248	289	560
Urban, 1907	3,855	582	3,273	535	2,345	373	602
Urban, 1909	4,155	621	3,534	588	2,717	353	497
Urban, 1910	4,389	624	3,765	642	3,027	501	219

4. Teachers' Salaries and Experience

Teachers' Salaries

Year	Highest salary paid	Average salary, male teacher, province	Average salary, female teacher, province	Average salary, male teacher, cities	Average salary, female teacher, cities	Average salary, male teacher, towns	Average salary, female teacher, towns	Average salary, male teacher, incorporated villages	Average salary, female teacher, incorporated villages	*Average salary, male teacher, rural schools	*Average salary, female teacher, rural schools	Average salary, male teacher, all urban schools	Average salary, female teacher, all urban schools
	$	$	$	$	$	$	$	$	$	$	$	$	$
1867.	1,350	346	226	532	243	464	240	.....	.....	261	189	....	.....
1872.	1,000	360	228	628	245	507	216	.....	.....	305	213	.....	.....
1877.	1,100	398	264	735	307	583	269	.....	.....	379	251	.....	.....
1882.	1,100	415	269	742	331	576	273	.....	.....	385	248	.....	.....
1887.	1,450	425	292	832	382	619	289	.....	.....	398	271	.....	.....
1892.	1,500	421	297	894	402	648	298	.....	.....	383	269	...	.....
1897.	1,500	391	294	892	425	621	306	.....	.....	347	254	.....	.....
1902.	1,600	436	313	935	479	667	317	.....	.....	372	271	.....	.....
1907.	1,900	596	420	1,157	592	800	406	659	372	458	379	907	453
1909.	2,000	660	449	1,264	633	872	437	724	409	484	399	1,009	532
1910.	2,100	711	483	1,364	659	933	472	788	451	508	431	1,089	565

*Incorporated villages included from 1867 to 1902 inclusive.

In Table C, pages 22 to 24, the average salaries for 1910 of the Public School teachers of the various Counties and Districts are given separately, and summarized for the cities, towns and villages. Also the salaries paid to teachers, according to the grade of certificate held, are given therein, and show to what extent the teachers holding the higher grades of certificates command the higher salaries.

Teachers' Experience

The length of service or experience of the teachers engaged in the Public Schools is shown in Table C, pages 26 and 27, where the numbers who have taught from less than one year up to forty years and over are given for each year, and where the experience of the teachers, according to the grade of certificate held, is given.

The average experience in the Public Schools at the end of 1910 was as follows:—

Male teachers, 11.46 years.
Female teachers, 7.04 years.
All teachers, 7.80 years.

5. Receipts and Expenditures

Year	Receipts				Expenditures					
	Legislative grants	Municipal school grants and assessments	Clergy reserve funds, balances and other sources	Total receipts	Teachers' salaries	Sites and building school houses	Libraries, maps, apparatus, prizes, etc.	Rent, repairs, fuel and other expenses	Total expenditure	Cost per pupil
	$	$	$	$	$	$	$	$	$	$ c.
1867..	187,153	1 151,583	331,599	1,670,335	1,093,517	149,195	31,354	199,123	1,473,189	3 67
1872..	225,318	1,763,492	541,460	2,530,270	1,371,594	456,043	47,799	331,928	2,207,364	4 85
1877..	251,962	2,422,432	730,687	3,405,081	2,038,099	477,393	47,539	510,458	3,073,489	6 26
1882..	265,738	2,447,214	757,038	3,469,990	2,144,449	341,918	15,583	525,025	3,026,975	6 42
1887..	268,722	3,084,352	978,283	4,331,357	2,458,540	544,520	27,509	711,535	3,742,104	7 59
1892..	283,791	3,300,512	1,227,596	4,811,899	2,752,629	427,321	40,003	833,965	4,053,918	8 40
1897..	366,538	3,361,562	1,260,055	4,988,155	2,886,061	391,689	60,585	877,335	4,215,670	8 73
1902..	383,666	3,959,912	1,422,924	5,766,502	3,198,132	432,753	86,723	1,107,552	4,825,160	10 62
1907..	655,239	6,146,825	2,455,864	9,257,928	4,389,524	1,220,820	213,096	1,732,739	7,556,179	16 85
1909..	810,595	6,574,372	3,013,501	10,398,468	5,008,542	1,264,989	136,627	1,731,265	8,141,423	17 84
1910..	805,635	7,334,458	3,573,507	11,713,600	5,310,039	2,140,200	131,171	1,761,792	9,343,102	20 34

The expenditure per pupil of enrolled attendance increased from $17.84 to $20.34, and from $29.65 to $33.44 per pupil of average attendance.

The following tables show the increases since 1902:—

Average expenditure per pupil (enrolled attendance)

	1902	1907	1909	1910
Sites and buildings	$0.95	$2.72	$2,77	$4.66
Teachers' salaries	7.04	9.79	10.98	11.56
All other expenses	2.63	4.34	4.09	4.12
For all purposes	$10.62	$16.85	$17.84	$20.34

Average expenditure per pupil (average attendance)

	1902	1907	1909	1910
Sites and buildings	$1.65	$4.58	$4.61	$7.66
Teachers' salaries	12.23	16.47	18.24	19.01
All other expenses	4.57	7.30	6.80	6.77
For all purposes	$18.45	$28.35	$29.65	$33.44

The expenditure per pupil (enrolled attendance) for 1910 in the Public Schools alone will be found on pages 38 and 39 of this Report, and for the R. C. Separate Schools on pages 44 and 45. The expenditure will there be shown as to rural schools, cities, towns, and villages separately.

II. ROMAN CATHOLIC SEPARATE SCHOOLS

Year	Schools—Teachers—Pupils			Number of Pupils in the various Branches of Instruction								
	Schools open	Teachers	Pupils	Writing	Arithmetic	Geography	Composition	Grammar	Drawing (Art)	Physiology and Hygiene	English History	Canadian History
1867	161	210	18,924	10,749	10,559	8,666	.....	5,688	.....	.....	*2,571	.....
1872	171	254	21,406	13,699	12,189	8,011	7,908	7,908	.....	.....	*3,548	.....
1877	185	334	24,952	17,932	17,961	13,154	11,174	11,174	.....	.....	*9,812	.....
1882	190	390	26,148	21,052	21,524	13,900	11,695	11,695	7,548	2,033	*10,124	.....
1887	229	491	30,373	27,824	28,501	19,608	18,678	18,678	21,818	8,578	5,076	7,931
1892	312	662	37,466	35,565	25,936	26,299	22,755	22,755	32,682	11,056	6,713	11,483
1897	340	752	41,620	39,724	40,165	27,471	26,071	26,071	36,462	18,127	6,828	13,134
1902	391	870	45,964	45,964	45,964	29,788	27,409	27,409	41,952	14,687	7,544	15,035
1907	449	1,034	51,502	51,502	51,502	34,874	35,550	23,185	36,844	23,552	11,328	19,971
1909	467	1,089	55,034	55,034	55,034	42,542	43,581	26,183	47,344	35,699	14,014	27,463
1910	484	1,149	57,263	57,263	57,263	46,411	46,817	23,120	52,530	40,595	17,367	30,488

*History.

Receipts and Expenditures

Year	Receipts				Expenditures					
	Legislative grants	Municipal school grants and assessments	Balances subscribed and other sources	Total receipts	Teachers' salaries	Sites and building school houses	Libraries, maps, apparatus, prizes, etc.	All other purposes	Total expenditure	Cost per pupil
	$	$	$	$	$	$	$	$	$	$ c.
1867..	9,993	26,781	11,854	48,628	34,830	.....	.....	†7,889	42,719	2 26
1872..	12,327	41,134	15,349	68,810	45,824	.....	.....	†15,993	61,817	2 88
1877..	13,607	72,177	34,482	120,266	70,201	24,510	2,811	17,284	114,806	4 60
1882..	14,382	97,252	55,105	166,739	84,095	36,860	1,303	32,082	154,340	5 13
1887..	16,808	147,639	65,401	229,848	112,293	48,937	3,624	46,369	211,223	6 95
1892..	21,043	206,698	98,293	326,034	149,707	65,874	2,922	71,335	289,838	7 74
1897..	26,675	224,617	84,032	335,324	168,800	41,233	5,786	86,350	302,169	7 26
1902..	30,472	293,348	161,683	485,503	210,199	100,911	6,158	118,173	435,441	9 47
1907..	40,524	442,316	308,540	791,380	281,484	186,908	15,991	229,793	714,176	13 86
1909..	55,344	544,710	335,550	935,604	407,890	161,317	19,383	231,594	820,184	14 90
1910..	52,993	604,579	553,977	1,211,549	371,338	523,487	16,494	193,161	1,104,480	19 28

† Including all expenditure except for Teachers' salaries.

Increases of 2,351 in the enrolment and $384,306 in the expenditure in 1910 are noticed in above tables. The expenditure per pupil of enrolled attendance increased from $14.90 to $19.28. Detailed statistics in reference to these schools will be found on pages 40 to 57 of this Report.

III. PROTESTANT SEPARATE SCHOOLS

The following is a complete list of the Protestant Separate Schools of the Province:—No. 4 Grattan, No. 2 Hagarty, No. 6 Plantagenet North, No. 1 Tilbury North, L'Orignal, and Penetanguishene.

They were attended by 419 pupils in 1910. The whole amount expended for their maintenance and permanent improvements was $18,744.18. Six teachers held a Second Class, one a Third Class, one a District, and two a Temporary Certificate.

Complete statistics for these schools will be found on page 90.

IV. COLLEGIATE INSTITUTES AND HIGH SCHOOLS

The following statistics respecting Collegiate Institutes and High Schools will be found suggestive:—

1. Receipts, Expenditure, Attendance, etc.

Year	Schools	Teachers	Receipts			Expenditure			Pupils	Percentage of average attendance to total attendance	Cost per pupil
			Legislative grant	Amount of fees	Total receipts	Paid for teachers' salaries	Paid for sites and building school houses	Total expenditure			
			$	$	$	$	$	$			$ c.
1867....	103	159	54,562	15,605	139,579	94,820	*19,190	124,181	5,696	55	21 80
1872....	104	239	79,543	20,270	223,269	141,812	*31,360	210,005	7,968	56	26 36
1877....	104	280	78,762	20,753	357,521	211,607	*51,417	343,710	9,229	56	37 24
1882....	104	332	84,304	29,270	373,150	253,864	*19,361	343,720	12,348	53	27 56
1887....	112	398	91,977	56,198	529,323	327,452	*73,061	495,612	17,459	59	28 38
1892 ..	128	522	100,000	97,273	793,812	472,029	*91,108	696,114	22,837	60	30 48
1897....	130	579	101,250	110,859	767,487	532,837	*46,627	715,976	24,390	61	29 35
1902....	134	593	112,650	105,801	832,853	547,402	44,246	769,680	24,472	58.97	31 45
1907....	143	750	158,549	138,396	1,611,553	783,782	193,975	1,213,697	30,331	60.94	40 01
1909....	145	820	170,102	145,276	2,173,533	941,657	407,283	1,621,637	33,101	62.81	48 99
1910....	145	853	175,933	145,254	2,195,322	1,043,585	296,485	1,636,166	32,612	62.52	50 17

* Expenses for repairs, etc., included.

The expenditure per pupil of enrolled attendance in the High Schools increased from $48.99 to $50.17 in 1910 over the preceding year, and the total expenditure increased from $1,621,637 to $1,636,166.

There was a decrease of 489 in the enrolment.

Average cost per pupil (enrolled attendance) per year

	1902	1907	1909	1910
	$ c.	$ c.	$ c.	$ c.
Sites and buildings	1 81	6 39	12 30	9 09
Teachers' salaries	22 37	25 84	28 45	32 00
All other expenses	7 27	7 78	8 24	9 08
For all purposes	31 45	40 01	48 99	50 17

Average cost per pupil (average attendance) per year

	1902	1907	1909	1910
	$ c.	$ c.	$ c.	$ c.
Sites and buildings	3 07	10 49	19 59	14 54
Teachers' salaries	37 93	42 40	45 29	51 18
All other purposes	12 34	12 76	13 11	14 52
For all purposes	53 34	65 65	77 99	80 24

2. Classification of Pupils, etc.

Year	English						Mathematics			
	English Grammar,	English Composition	Poetical Literature	Geography	Canadian History	British History	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry
1867	5,467	4,091	.....	5,264	.....	†4,634	5,526	2,841	1,847	141
1872	7,884	7,278	.....	7,715	.....	†7,513	7,834	6,033	2,592	174
1877	8,819	8,772	.....	9,158	.....	†9,106	9,227	8,678	8,113	359
1882	12,275	12,189	.....	12,106	.....	†12,220	12,261	11,742	11,148	397
1887	17,086	17,171	16,649	16,962	.....	†17,010	16,939	16,904	14,839	1,017
1892	22,530	22,535	22,468	22,118	.....	†22,328	21,869	22,229	17,791	1,154
1897	19,591	24,195	24,176	13,747	18,318	20,304	19,798	24,105	16,788	1,652
1902	21,576	24,241	23,768	14,500	14,768	16,817	21,594	22,953	16,881	1,662
1907	26,415	29,383	*29,377	22,820	23,457	23,570	26,813	26,937	23,054	2,000
1909	24,618	31,960	*32,023	22,566	25,000	25,329	26,043	29,486	25,222	2,112
1910	23,612	31,650	*31,535	21,435	25,308	25,310	24,895	29,081	25,138	1,968

* English Literature. † History.

2. Classification of Pupils, etc.—Continued

Year	Languages				Science		
	Latin	Greek	French	German	Physics	Chemistry	Botany
1867	5,171	802	2,164	.....	1,876	840	.....
1872	3,860	900	2,828	341	1,921	1,151	.....
1877	4,955	871	3,091	442	2,168	2,547	.....
1882	4,591	815	5,363	962	2,880	2,522	.....
1887	5,409	997	6,180	1,350	5,265	3,411	4,640
1892	9,006	1,070	10,398	2,796	6,601	3,710	6,189
1897	16,873	1,421	13,761	5,169	11,002	5,489	12,892
1902	18,884	631	13,595	3,280	12,758	5,860	9,051
1907	20,511	677	17,310	3,835	23,421	15,064	15,572
1909	22,873	754	19,720	4,329	25,763	16,614	18,422
1910	23,523	769	20,622	4,758	25,426	16,765	17,274

2. Classification of Pupils, etc.—Continued

Year	Drawing (Art)	Bookkeeping	Destination of Pupils				Number of schools charging fees	Number of free schools
			Mercantile life	Agriculture	Teaching	Other learned professions		
1867	676	1,283	.....	.....	.....	.....	67	36
1872	2,176	3,127	486	300	.....	213	28	76
1877	2,755	3,621	555	328	.....	564	35	69
1882	3,441	5,642	881	646	.....	751	37	67
1887	14,295	14,064	1,141	882	.....	791	58	54
1892	16,980	16,700	1,111	1,006	1,527	398	77	51
1897	12,252	11,647	1,368	1,153	2,056	409	87	43
1902	10,721	11,334	1,573	743	1,238	705	82	52
1907	15,365	13,468	1,982	803	1,436	849	81	62
1909	18,489	15,234	2,164	1,089	1,246	886	82	63
1910	17,836	14,775	2,388	1,057	1,264	1,006	82	64

The statistics in detail of the various Collegiate Institutes and High Schools of the Province, for 1910, will be found on pages 58 to 89 of this Report.

V. TEACHERS' INSTITUTES

This table presents the work of the Teachers' Institutes for thirty-four years:

Year	No. of Teachers' Institutes	No. of Members	No. of Teachers in the Province. (High School teachers not included)	Receipts				Expenditure	
				Amount received from government grants	Amount received from municipal grants	Amount received from members' fees	Total amount received	Amount paid for Libraries	Total amount expended
				$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1877	42	1,181	6,468	1,412 50	100 00	299 75	2,769 44	.....	1,127 63
1882	62	4,395	6,857	2,900 00	300 00	1,088 84	9,394 28	453 02	5,355 33
1887	66	6,781	7,594	1,800 00	1,879 45	730 66	10,405 95	1,234 08	4,975 50
1892	69	8,142	8,480	1,950 00	2,105 00	875 76	12,043 54	1,472 41	6,127 46
1897	73	7,627	9,128	2,425 00	2,017 45	901 15	12,446 20	1,479 88	6,598 84
1902	77	8,515	9,367	2,515 00	1,877 50	1,171 80	13,171 26	1,437 18	7,188 45
1907	81	9,319	9,893	2,850 00	1,920 00	1,671 32	14,824 09	654 16	7,487 41
1909	84	9,524	10,274	3,150 00	2,040 00	1,931 29	16,435 70	824 48	7,439 06
1910	86	9,768	10,518	4,100 00	1,714 90	2,051 71	18,993 67	914 32	8,610 32

See pages 98 to 101 for details for 1910.

VI. DEPARTMENTAL EXAMINATIONS, ETC.

1. Table showing the Number of Teachers in Training at Provincial Normal Schools, and the Pupils at the Normal Model Schools in connection therewith, etc., 1877-1911

Year	No. of Normal School teachers	No. of Normal School students	No. of Normal Model School and Kindergarten teachers	No. of Normal Model School and Kindergarten pupils
1877.....	13	257	8	643
1882.....	16	260	15	799
1887.....	13	441	18	763
1892.....	12	428	22	842
1897.....	13	407	23	832
1902.....	16	619	31	958
1907.....	*35	428	38	979
1908.....	*62	1,149	37	925
1910.....	*68	1,198	*38	952
1911.....	*69	1,034	*38	916

*Including those engaged in both a Normal and a Normal Model School.

2. Entrance Examinations, 1877-1911

Year	No. of Candidates examined	No. of Candidates who passed
1877.....	7,383	3,836
1882.....	9,607	4,371
1887.....	16,248	9,364
1892.....	16,409	8,427
1897.....	16,384	10,502
1902.....	18,087	13,300
1907.....	22,144	15,430
1910.....	21,982	11,468
1911.....	22,198	13,027

3. Departmental Academic Examinations, 1911

Examinations	Total number of Candidates	Number passed	Number of Appeals	Number passed on Appeal	Total number passed	Percentage
Model Entrance.....	268	82	1	.....	82	30.59
Normal Entrance.....	3,458	1,873	50	2	1,875	54.22
Junior Matriculation.....	3,322	*2,175	37	5	*2,180	65.62
Faculty Entrance, Part I.....	547	335	7	.....	335	61.24
Faculty Entrance, Part II.....	505	276	11	.....	276	54.65
Commercial Specialist.....	20	10	1	.....	10	50
Art Specialist	11	4	1	.....	4	36.36
Supplemental Matriculation...	421	*184	7	2	*186	44.18
Total number of Candidates for Academic Examinations ..	8,552	4,939	115	9	4,948	57.85

Number of Honour Matriculation Candidates	239
Number of Scholarship Candidates	121

* These figures include those who, this year, obtained complete matriculation, partial matriculation, or passed on all the papers written.

APPENDICES

APPENDIX A—STATISTICAL TABLES

THE PUBLIC SCHOOLS

I. TABLE A—SCHOOL POPULATION, ATTENDANCE, ETC.

Rural Schools	School population between 5 and 21 years of age	Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
1 Brant	4,032	3	3,086	1	3,090	1,614	1,476	1,782	57
2 Bruce	9,084	15	6,549	....	6,564	3,470	3,094	3,757	57
3 Carleton	6,544	7	5,240	1	5,248	2,705	2,543	2,799	53
4 Dufferin	3,846	6	3,243	5	3,254	1,779	1,475	1,633	50
5 Dundas	3,545	11	3,016	2	3,029	1,621	1,408	1,697	56
6 Elgin	5,526	2	4,394	....	4,396	2,291	2,105	2,599	59
7 Essex	14,408	5	5,647	4	5,656	2,890	2,766	3,042	54
8 Frontenac	6,225	24	4,717	....	4,741	2,501	2,240	2,131	45
9 Glengarry	4,478	11	3,366	....	3,377	1,779	1,598	1,626	48
10 Grey	12,495	28	9,597	3	9,628	5,087	4,541	5,176	53
11 Haldimand	3,939	10	2,481	....	2,491	1,320	1,171	1,575	63
12 Haliburton	1,962	9	1,608	2	1,619	828	791	702	43
13 Halton	3,108	....	2,223	....	2,223	1,179	1,044	1,205	54
14 Hastings	9,359	26	7,268	....	7,294	3,680	3,614	3,506	48
15 Huron	10,449	10	7,013	....	7,023	3,751	3,272	4,349	62
16 Kent	8,574	5	6,578	4	6,587	3,478	3,109	3,582	54
17 Lambton	8,572	4	6,268	....	6,272	3,301	2,971	3,837	60
18 Lanark	4,587	4	3,334	1	3,339	1,716	1,623	2,105	63
19 Leeds and Grenville	8,264	14	6,609	3	6,626	3,366	3,260	3,562	54
20 Lennox and Addington	4,612	33	3,562	1	3,596	1,865	1,731	1,802	50
21 Lincoln	3,602	4	2,889	....	2,893	1,500	1,393	1,394	48
22 Middlesex	10,101	5	7,075	....	7,080	3,660	3,420	4,336	61
23 Norfolk	4,833	24	4,042	....	4,066	2,208	1,858	2,125	52
24 Northumberland & Durham	9,869	12	7,333	....	7,345	3,811	3,534	4,073	55
25 Ontario	7,187	13	5,432	1	5,446	2,820	2,626	2,957	54
26 Oxford	7,492	4	5,564	....	5,568	2,939	2,629	3,275	59
27 Peel	4,135	3	2,995	....	2,998	1,604	1,394	1,588	53
28 Perth	7,144	5	5,055	....	5,060	2,712	2,348	3,199	63
29 Peterborough	4,856	7	3,674	....	3,681	1,874	1,807	1,871	51
30 Prescott and Russell	11,430	22	4,094	3	4,119	2,184	1,935	2,232	54
31 Prince Edward	2,652	4	2,215	....	2,219	1,168	1,051	1,194	53
32 Renfrew	10,836	23	6,908	....	6,931	3,519	3,412	3,465	50
33 Simcoe	12,990	11	10,483	3	10,497	5,390	5,107	5,515	52
34 Stormont	4,814	7	3,174	....	3,181	1,684	1,497	1,630	51
35 Victoria	5,071	6	3,937	1	3,944	2,042	1,902	2,032	51
36 Waterloo	6,448	10	4,083	....	4,093	2,269	1,824	2,599	63
37 Welland	4,679	8	3,681	....	3,689	1,935	1,754	1,903	51
38 Wellington	7,781	21	5,211	1	5,233	2,781	2,452	3,086	59
39 Wentworth	5,372	6	4,079	....	4,085	2,058	2,027	2,149	52
40 York	11,791	11	9,055	....	9,066	4,748	4,318	5,008	55
41 Algoma, Manitoulin, etc.	7,442	47	5,617	2	5,666	2,914	2,752	2,658	47
42 Muskoka	4,627	24	3,574	1	3,599	1,892	1,707	1,496	41
43 Nipissing	6,977	17	4,316	1	4,334	2,169	2,165	1,954	45
44 Parry Sound	5,254	20	4,134	2	4,156	2,109	2,047	1,798	43
45 Rainy River & Thunder Bay	2,506	3	1,984	....	1,987	1,017	970	890	44
Totals	303,498	544	216,403	42	216,989	113,228	103,761	116,894	53.87

THE PUBLIC SCHOOLS—Continued

I. TABLE A—SCHOOL POPULATION, ATTENDANCE, ETC.—Continued

Cities	School population between 5 and 21 years of age	Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
1 Belleville	2,021	....	1,609	....	1,609	853	756	976	60
2 Brantford	5,581	....	3,149	1	3,150	1,617	1,533	2,087	66
3 Chatham	2,753	....	1,640	....	1,640	790	850	1,045	63
4 Fort William	2,366	....	1,664	....	1,664	839	825	1,070	64
5 Guelph	4,607	....	1,767	2	1,769	843	926	1,128	64
6 Hamilton	17,162	....	9,901	....	9,901	5,031	4,870	6,933	70
7 Kingston	5,624	....	2,416	....	2,416	1,217	1,199	1,781	73
8 London	8,207	....	6,275	....	6,275	3,214	3,061	4,310	68
9 Niagara Falls	1,900	....	1,332	....	1,332	688	644	867	65
10 Ottawa	22,985	4	7,302	....	7,306	3,523	3,783	4,921	67
11 Peterborough	3,173	....	2,178	....	2,178	1,138	1,040	1,504	69
12 Port Arthur	2,256	....	1,387	....	1,387	633	754	931	67
13 St. Catharines	2,749	....	1,578	....	1,578	772	806	1,125	71
14 St. Thomas	3,212	....	2,018	....	2,018	1,004	1,014	1,407	69
15 Stratford	2,814	....	1,755	....	1,755	896	859	1,300	74
16 Toronto	64,076	16	43,356	1	43,373	22,053	21,320	32,300	74
17 Windsor	4,817	....	1,936	....	1,936	990	946	1,404	72
18 Woodstock	1,629	....	1,308	....	1,308	668	640	887	68
Totals	158,932	20	92,571	4	92,595	46,769	45,826	65,976	71.25
Towns									
1 Alexandria	818	....	73	....	73	32	41	37	50
2 Alliston	378	....	390	1	391	226	165	237	60
3 Almonte	753	....	304	....	304	152	152	211	69
4 Amherstburg	727	....	302	....	302	152	150	178	59
5 Arnprior	1,388	....	625	....	625	322	303	447	71
6 Aurora	497	....	326	....	326	145	181	208	63
7 Aylmer	519	....	351	....	351	180	171	250	71
8 Barrie	1,775	....	1,097	....	1,097	535	562	676	61
9 Berlin	5,200	....	1,854	....	1,854	913	941	1,323	71
10 Blenheim	323	....	332	....	332	181	151	223	67
11 Blind River	499	....	207	....	207	118	89	153	74
12 Bonfield	121	....	43	....	43	24	19	19	44
13 Bothwell	189	....	180	....	180	93	87	108	60
14 Bowmanville	576	....	470	....	470	232	238	335	71
15 Bracebridge	842	....	728	4	732	336	396	476	65
16 Brampton	560	....	524	....	524	265	259	384	73
17 Brockville	2,299	....	1,279	....	1,279	622	657	875	68
18 Bruce Mines	278	....	282	....	282	123	159	156	55
19 Cache Bay	145	....	124	....	124	58	66	78	63
20 Campbellford	620	....	555	....	555	273	282	392	70
21 Carleton Place	928	....	674	....	674	309	365	503	74
22 Chelmsford	240	1	17	....	18	11	7	6	33
23 Chesley	558	....	392	....	392	163	229	284	72
24 Clinton	484	....	415	....	415	219	196	303	73
25 Cobalt	1,200	....	698	....	698	356	342	316	45
26 Cobourg	1,159	....	558	....	558	278	280	351	63
27 Cochrane	250	....	191	....	191	94	97	77	40
28 Collingwood	1,870	....	1,229	....	1,229	606	623	889	72
29 Copper Cliff	487	....	463	....	463	238	225	261	56
30 Cornwall	2,031	....	637	....	637	321	316	463	72
31 Deseronto	565	....	437	....	437	231	206	296	67
32 Dresden	426	....	413	....	413	200	213	274	66
33 Dryden	232	....	174	....	174	88	86	85	49
34 Dundas	1,065	....	616	....	616	282	334	376	61

THE PUBLIC SCHOOLS—Continued

I. TABLE A—SCHOOL POPULATION, ATTENDANCE, ETC.—Continued

	Towns—Cont'd	School population between 5 and 21 years of age	Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
35	Dunnville	508	....	455	....	455	238	217	287	63
36	Durham	384	....	381	1	382	178	204	253	66
37	Englehart	134	....	173	....	173	96	77	88	50
38	Essex	338	....	309	....	309	165	144	222	71
39	Forest	356	....	259	....	259	121	138	199	76
40	Fort Frances	200	....	211	1	212	103	109	105	49
41	Galt	2,318	....	1,404	....	1,404	730	674	999	71
42	Gananoque	1,107	....	812	....	812	414	398	553	68
43	Goderich	1,076	....	636	....	636	295	341	462	72
44	Gore Bay	227	....	313	2	315	142	173	166	52
45	Gravenhurst	524	....	467	....	467	250	217	270	57
46	Haileybury	1,000	....	527	....	527	261	266	316	60
47	Hanover	700	....	595	1	596	289	307	377	63
48	Harriston	387	....	320	....	320	144	176	209	65
49	Hawkesbury	1,550	1	187	....	188	85	103	109	58
50	Hespeler	617	....	532	....	532	284	248	338	63
51	Huntsville	636	....	598	1	599	295	304	376	62
52	Ingersoll	1,088	....	732	....	732	381	351	499	68
53	Kearney	139	....	124	....	124	62	62	64	51
54	Keewatin	355	....	237	....	237	112	125	157	66
55	Kenora	1,408	....	971	....	971	469	502	660	68
56	Kincardine	669	....	367	....	367	171	196	256	69
57	Kingsville	489	....	367	....	367	184	183	250	68
58	Latchford	200	....	114	....	114	56	58	73	64
59	Leamington	608	....	435	....	435	222	213	314	72
60	Lindsay	1,884	....	978	....	978	494	484	708	72
61	Listowel	554	....	420	....	420	202	218	274	65
62	Little Current	301	....	292	....	292	174	118	162	55
63	Massey	247	....	167	....	167	101	66	105	63
64	Mattawa	419	2	68	....	70	34	36	36	51
65	Meaford	570	....	499	....	499	251	248	314	63
66	Midland	1,206	....	1,183	....	1,183	586	597	714	60
67	Milton	549	....	440	....	440	229	211	318	72
68	Mitchell	442	....	292	....	292	150	142	217	74
69	Mount Forest	469	....	303	....	303	152	151	208	68
70	Napanee	710	....	530	....	530	250	280	326	61
71	New Liskeard	567	....	548	....	548	266	282	333	60
72	Newmarket	741	....	444	....	444	215	229	285	64
73	Niagara	251	....	217	....	217	119	98	140	64
74	North Bay	1,656	....	739	....	739	371	368	563	76
75	North Toronto	1,320	....	1,037	....	1,037	512	525	578	55
76	Oakville	561	....	342	....	342	165	177	222	64
77	Orangeville	667	....	421	....	421	222	199	296	70
78	Orillia	1,632	....	1,224	4	1,228	564	664	777	63
79	Oshawa	1,727	2	1,208	....	1,210	594	616	741	61
80	Owen Sound	3,153	....	2,005	....	2,005	1,018	987	1,485	74
81	Palmerston	487	....	339	....	339	165	174	218	64
82	Paris	967	....	545	....	545	288	257	376	69
83	Parkhill	390	1	241	....	242	120	122	154	63
84	Parry Sound	1,102	....	1,004	....	1,004	489	515	640	63
85	Pembroke	1,572	....	693	....	693	384	309	538	77
86*	Penetanguishene	970	....	673	....	673	336	337	419	62
87	Perth	928	....	371	....	371	205	166	303	81
88	Petrolea	975	....	705	....	705	353	352	485	68
89	Picton	741	....	500	....	500	266	234	321	64

* Including Protestant Separate School.

THE PUBLIC SCHOOLS—Continued

I. TABLE A—SCHOOL POPULATION, ATTENDANCE, ETC.—Concluded

Towns—Concluded	School population between 5 and 21 years of age	Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
90 Port Hope	1,133	....	764	....	764	381	383	527	69
91 Powassan	222	1	252	....	253	121	132	156	61
92 Prescott	623	....	372	....	372	176	196	253	68
93 Preston	743	....	483	....	483	233	250	353	73
94 Rainy River	283	....	258	....	258	119	139	143	55
95 Renfrew	950	....	447	....	447	224	223	320	71
96 Ridgetown	351	....	344	....	344	166	178	222	64
97 Rockland	638	....	76	....	76	40	36	45	59
98 St. Mary's	719	....	518	....	518	260	258	350	67
99 Sandwich	612	....	197	....	197	108	89	106	53
100 Sarnia	1,928	....	1,466	....	1,466	730	736	1,020	69
101 Sault Ste. Marie	1,767	....	1,377	....	1,377	693	684	848	61
102 Seaforth	548	....	314	....	314	168	146	224	77
103 Simcoe	857	....	612	....	612	309	303	389	63
104 Smith's Falls	1,500	....	1,201	....	1,201	575	626	810	67
105 Southampton	488	2	392	....	394	202	192	251	63
106 Stayner	294	1	306	....	307	156	151	186	60
107 Steelton	852	....	592	....	592	327	265	310	52
108 Strathroy	697	....	523	....	523	257	266	366	70
109 Sturgeon Falls	714	....	258	....	258	119	139	148	57
110 Sudbury	925	....	392	....	392	206	186	261	66
111 Thessalon	523	....	511	....	511	242	269	255	50
112 Thornbury	191	....	174	....	174	80	94	119	68
113 Thorold	608	....	385	....	385	181	204	223	58
114 Tilbury	400	....	170	....	170	78	92	112	66
115 Tillsonburg	724	....	518	....	518	279	239	329	63
116 Trenton	969	....	581	....	581	293	288	353	61
117 Uxbridge	483	....	338	....	338	156	182	232	68
118 Vankleek Hill	542	....	165	....	165	97	68	124	75
119 Walkerton	693	....	347	1	348	185	163	249	71
120 Walkerville	716	....	425	....	425	192	233	288	67
121 Wallaceburg	1,100	1	702	....	703	359	344	417	59
122 Waterloo	851	....	537	....	537	289	248	411	76
123 Webbwood	236	....	210	....	210	97	113	106	50
124 Welland	798	....	737	....	737	395	342	436	59
125 Whitby	560	1	361	....	362	197	165	232	64
126 Wiarton	752	....	591	....	591	294	297	379	64
127 Wingham	487	....	394	....	394	189	205	274	69
Totals	102,255	13	65,204	16	65,233	32,573	32,660	42,935	65.82
Totals									
1 Rural Schools	303,498	544	216,403	42	216,989	113,228	103,761	116,894	53.87
2 Cities	158,932	20	92,571	4	92,595	46,769	45,826	65,976	71.25
3 Towns	102,255	13	65,204	16	65,233	32,573	32,660	42,935	65.82
4 Villages	34,856	18	27,033	14	27,065	13,453	13,612	17,172	63.44
5 Grand Totals, 1910	599,541	595	401,211	76	401,882	206,023	195,859	242,977	60.45
6 Grand Totals, 1909	599,291	653	400,559	56	401,268	206,776	194,492	240,008	59.81
7 Increases	250	....	652	20	614	.....	1,367	2,969	.64
8 Decreases	.....	58	.....	....	.....	753	.....	.....	.....
9 Percentages	.....	.14	99.83	.02	.....	51.26	48.73	60.45	.....

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Rural Schools	Reading					
	Primer	1st Book	2nd Book	3rd Book	4th Book	Beyond 4th Book
1 Brant	728	326	529	673	735	99
2 Bruce	1,536	781	1,199	1,375	1,520	153
3 Carleton	1,201	620	898	939	1,189	401
4 Dufferin	757	423	539	649	825	61
5 Dundas	738	281	764	579	579	88
6 Elgin	939	554	815	786	1,018	284
7 Essex	1,732	931	1,105	1,057	753	78
8 Frontenac	1,247	581	818	966	1,072	57
9 Glengarry	1,076	454	740	571	517	19
10 Grey	2,293	1,199	1,876	1,976	2,036	240
11 Haldimand	579	308	479	518	561	46
12 Haliburton	593	205	298	273	213	37
13 Halton	592	305	335	415	542	34
14 Hastings	2,250	1,055	1,515	1,301	1,043	130
15 Huron	1,261	816	1,427	1,461	1,675	383
16 Kent	1,736	834	1,338	1,080	1,227	372
17 Lambton	1,474	957	1,018	1,361	1,328	134
18 Lanark	713	430	669	671	743	113
19 Leeds and Grenville	1,463	727	1,212	1,368	1,648	208
20 Lennox and Addington	940	439	627	666	816	108
21 Lincoln	721	391	539	536	658	48
22 Middlesex	1,498	872	1,240	1,311	1,835	324
23 Norfolk	980	431	858	787	905	105
24 Northumberland and Durham	1,597	929	1,607	1,542	1,455	215
25 Ontario	1,299	665	1,021	1,148	1,188	125
26 Oxford	1,175	671	919	1,145	1,407	251
27 Peel	678	360	508	620	795	37
28 Perth	994	610	851	1,321	1,134	150
29 Peterborough	961	468	750	677	704	121
30 Prescott and Russell	1,508	490	681	681	664	95
31 Prince Edward	471	306	360	411	580	91
32 Renfrew	2,063	891	1,323	1,234	1,271	149
33 Simcoe	2,748	1,483	1,980	1,909	2,009	368
34 Stormont	865	353	676	624	584	79
35 Victoria	926	478	903	788	753	96
36 Waterloo	960	526	1,022	839	686	60
37 Welland	935	443	642	784	799	86
38 Wellington	1,075	633	903	1,090	1,266	266
39 Wentworth	997	412	611	914	1,001	150
40 York	2,663	1,213	1,717	1,598	1,648	227
41 Algoma, Manitoulin, etc	1,762	791	1,017	959	1,035	102
42 Muskoka	1,116	422	722	705	575	59
43 Nipissing	1,572	802	805	668	461	26
44 Parry Sound	1,460	539	764	649	662	82
45 Rainy River and Thunder Bay	693	271	377	330	273	43
Totals	55,565	27,676	40,997	41,955	44,388	6,408

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION

	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
1	2,787	2,350	1,959	2,407	2,474	1,311	1,473	1,668
2	5,789	4,646	3,188	5,152	5,112	3,258	2,378	3,127
3	4,791	4,914	2,043	4,281	4,465	2,316	2,518	2,957
4	2,890	2,330	1,970	2,647	2,561	1,790	1,276	1,537
5	2,877	2,558	1,808	2,605	2,594	1,326	1,329	1,567
6	4,197	3,492	2,590	3,794	3,894	2,312	2,317	2,464
7	5,210	3,346	1,777	3,989	3,892	2,085	1,103	1,979
8	3,808	3,291	1,495	3,128	3,306	2,172	1,783	2,205
9	2,398	2,292	1,035	2,360	2,386	998	912	1,223
10	8,568	7,240	4,880	7,227	7,368	4,207	3,388	4,513
11	2,390	1,933	1,782	1,989	2,048	1,240	937	1,142
12	1,123	953	170	959	940	759	471	603
13	2,216	1,572	1,314	1,905	1,764	1,174	803	1,040
14	6,674	5,061	4,300	6,098	6,033	1,966	2,234	3,094
15	5,930	5,078	3,307	5,729	5,961	3,559	2,0 8	3,325
16	6,072	4,473	3,082	4,974	5,023	3,034	2,308	2,674
17	5,564	3,906	2,680	4,053	4,324	2,735	2,519	2,769
18	3,167	2,409	417	2,583	2,481	1,443	1,086	1,504
19	5,761	5,033	2,497	4,664	4,927	3,056	2,640	3,333
20	3,296	2,909	549	2,548	2,602	1,978	1,678	1,828
21	2,272	1,940	1,365	1,885	1,933	1,476	1,124	1,363
22	7,008	5,823	4,048	6,492	6,303	3,525	3,030	3,658
23	3,764	3,152	2,125	3,410	3,335	1,321	1,590	1,883
24	6,736	5,230	3,196	5,904	5,419	3,709	2,218	2,753
25	5,048	3,806	2,467	4,362	4,554	2,277	1,803	2,407
26	5,205	4,357	2,069	4,829	4,783	2,691	2,554	2,929
27	2,674	2,176	1,526	2,646	2,515	1,438	1,228	1,599
28	4,705	4,002	4,372	4,139	4,058	2,812	1,867	2,514
29	2,922	2,745	1,323	2,648	2,589	1,650	1,548	1,891
30	3,410	2,440	1,494	2,465	2,675	1,290	1,502	1,749
31	2,007	1,637	563	1,733	1,699	1,195	953	1,079
32	6,566	4,635	1,766	4,905	4,906	3,230	2,645	3,219
33	8,408	8,195	5,993	8,979	8,930	5,223	4,035	5,275
34	2,841	2,423	1,585	2,453	2,307	1,356	1,137	1,417
35	3,656	3,237	2,078	3,307	3,237	1,237	1,898	2,240
36	3,700	3,129	3,238	3,732	3,687	1,464	1,143	1,476
37	3,284	2,492	2,301	2,798	2,627	1,948	1,373	1,732
38	4,687	3,800	3,176	4,087	4,112	2,840	1,943	1,599
39	3,890	2,906	2,229	3,277	3,057	2,205	1,457	1,943
40	8,814	7,116	7,491	7,654	6,057	3,949	3,633	4,127
41	4,440	3,343	1,563	3,783	3,816	2,261	1,573	2,167
42	3,163	2,254	1,398	2,431	2,383	1,671	1,194	1,554
43	2,478	2,088	870	2,441	2,546	1,303	848	1,373
44	2,985	2,282	730	2,543	2,504	1,829	1,090	1,435
45	1,794	1,191	643	1,158	1,151	730	565	704
	191,965	156,185	102,452	167,153	165,338	97,349	79,132	98,638

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Rural Schools	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration
1 Brant	1,715	2,535	1,742	65	88
2 Bruce	3,566	4,947	2,896	136	209
3 Carleton	3,461	4,622	2,413	217	290
4 Dufferin	1,907	2,671	1,704	105	286
5 Dundas	1,973	2,719	1,629	54	82
6 Elgin	2,926	3,927	3,073	254	684
7 Essex	4,061	3,761	2,300	25	256
8 Frontenac	2,757	3,763	2,029	50	349
9 Glengarry	1,592	2,567	1,093	15	13
10 Grey	5,982	8,333	6,435	140	403
11 Haldimand	1,389	2,392	2,305	39	40
12 Haliburton	536	982	90	30	31
13 Halton	1,266	1,970	1,740	28	49
14 Hastings	4,866	6,324	4,308	172	145
15 Huron	3,585	5,626	3,620	331	365
16 Kent	3,448	5,325	3,312	331	332
17 Lambton	3,125	6,016	3,457	120	125
18 Lanark	1,370	2,454	1,266	70	67
19 Leeds and Grenville	3,740	4,754	3,227	202	128
20 Lennox and Addington	2,361	3,179	544	109	63
21 Lincoln	1,488	1,904	1,012	35	79
22 Middlesex	4,756	6,350	4,261	285	304
23 Norfolk	2,378	3,546	2,555	106	93
24 Northumberland and Durham	3,552	6,138	3,262	176	216
25 Ontario	2,743	4,795	2,491	100	120
26 Oxford	3,727	5,066	2,727	198	335
27 Peel	1,908	2,560	1,639	31	30
28 Perth	2,756	4,310	3,967	106	183
29 Peterborough	2,149	2,720	1,298	98	106
30 Prescott and Russell	2,044	2,996	2,193	89	91
31 Prince Edward	1,372	1,904	746	79	145
32 Renfrew	5,168	6,366	4,596	123	122
33 Simcoe	6,224	7,968	3,537	385	341
34 Stormont	1,858	2,747	1,538	55	56
35 Victoria	2,972	3,403	2,019	74	89
36 Waterloo	2,123	3,574	2,520	38	125
37 Welland	1,809	2,808	1,962	75	76
38 Wellington	3,140	4,215	2,862	223	266
39 Wentworth	1,776	3,482	2,162	120	139
40 York	5,884	7,669	6,903	217	225
41 Algoma, Manitoulin, etc.	2,453	4,079	1,886	131	323
42 Muskoka	1,634	2,592	1,568	66	59
43 Nipissing	1,574	2,199	933	71	24
44 Parry Sound	1,764	2,363	1,231	82	304
45 Rainy River and Thunder Bay	1,138	1,194	796	54	42
Totals	124,016	175,815	109,847	5,510	7,898

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Algebra	Geometry	Latin	French	German	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
1	85	83	48	42	.....	77	.....	.....	30	26
2	126	95	29	3	.....	40	43	25	107	53
3	384	377	308	260	1	245	163	88	.....	.....
4	57	54	31	8	.....	17	10	9	39	.....
5	84	82	36	32	.....	75	9	73	137	72
6	270	317	142	65	.....	333	75	129	111	.....
7	79	77	55	40	.....	57	15	.....	84	.....
8	37	34	11	11	.....	2	3	80	.....	.....
9	13	13	3	2	.....	.....	.....	.....	.....	.....
10	196	185	137	67	1	102	115	1	21	.....
11	40	38	36	5	.....	22	16	175	.....	.....
12	30	30	.....	.....	.....	12	13	.....	.....	.....
13	27	25	.....	.....	.....	3	3	15	22	.....
14	110	63	31	.....	.....	46	.....	160	233	.....
15	340	290	113	13	8	178	107	67	158	.....
16	316	291	49	135	.....	335	127	254	340	47
17	122	96	40	6	.....	86	50	.....	34	.....
18	110	103	96	78	1	92	76	.....	.....	.....
19	152	138	80	62	.....	86	8	25	23	.....
20	85	81	14	45	.....	24	21	17	.....	.....
21	39	33	18	.....	1	25	9	42	76	59
22	303	238	87	32	.....	239	78	62	502	.....
23	94	60	5	4	.....	68	29	331	37	6
24	192	176	99	36	.....	140	109	102	178	40
25	99	92	41	24	2	59	43	58	234	.....
26	252	205	129	52	1	174	80	60	319	.....
27	32	29	13	10	.....	19	13	.....	.....	.....
28	109	47	70	18	2	25	94	261	154	.....
29	106	103	8	6	.....	45	73	.....	.....	.....
30	85	81	16	22	.....	72	24	204	.....	.....
31	75	41	21	15	1	13	24	137	.....	.....
32	153	144	22	20	.....	48	9	9	98	.....
33	340	299	187	55	49	332	148	1,002	31	47
34	65	65	39	35	.....	39	29	29	.....	.....
35	78	68	17	13	.....	16	28	123	.....	11
36	45	40	22	5	53	17	12	336	212	.....
37	77	67	45	1	.....	35	44	170	.....	.....
38	232	211	158	52	3	113	68	177	109	39
39	129	126	78	34	.....	99	84	141	.....	.....
40	219	212	4	5	.....	191	195	81	.....	.....
41	96	92	34	73	4	70	58	51	60	1
42	57	53	4	1	.....	33	9	23	.....	.....
43	28	28	16	6	.....	48	16	98	101	30
44	77	73	8	5	8	48	15	14	.....	.....
45	40	36	6	4	1	22	26	.....	.....	.....
	5,685	5,092	2,406	1,402	136	3,822	2,171	4,629	3,450	431

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Cities	Reading					
	Primer	1st Book	2nd Book	3rd Book	4th Book	Beyond 4th Book
1 Belleville	498	279	274	269	289	.....
2 Brantford	930	516	531	613	506	54
3 Chatham	347	255	369	329	340	.....
4 Fort William	514	284	271	320	275	.....
5 Guelph	428	216	310	427	280	108
6 Hamilton	1,832	1,464	1,485	2,526	2,024	570
7 Kingston	632	331	347	555	551	.....
8 London	1,239	812	1,365	1,412	1,447	.....
9 Niagara Falls	408	158	256	257	253	.....
10 Ottawa	1,673	944	1,274	1,482	1,616	317
11 Peterborough	579	341	468	416	374	.....
12 Port Arthur	375	189	225	340	258	.....
13 St. Catharines	422	131	287	412	326	.....
14 St. Thomas	552	237	424	426	379	.....
15 Stratford	397	233	273	418	434	.....
16 Toronto	10,308	5,952	9,428	9,098	7,779	808
17 Windsor	819	262	246	378	231	.....
18 Woodstock	380	173	187	264	304	.....
Totals	22,333	12,777	18,020	19,942	17,666	1,857
Towns						
1 Alexandria	15	10	10	16	22	.....
2 Alliston	51	68	50	44	52	126
3 Almonte	55	48	78	67	56	.....
4 Amherstburg	60	49	61	45	40	47
5 Arnprior	157	103	121	125	119	.....
6 Aurora	88	43	84	48	63	.....
7 Aylmer	52	54	70	71	104	.....
8 Barrie	209	136	276	228	248	.....
9 Berlin	305	265	546	383	355	.....
10 Blenheim	55	50	63	42	50	72
11 Blind River	54	34	31	30	27	31
12 Bonfield	20	4	4	6	9	.....
13 Bothwell	32	25	23	31	25	44
14 Bowmanville	89	80	118	88	95	.....
15 Bracebridge	277	67	127	124	66	71
16 Brampton	146	93	86	100	99	.....
17 Brockville	344	189	245	276	225	.....
18 Bruce Mines	62	50	37	57	43	33
19 Cache Bay	42	10	33	24	11	4
20 Campbellford	101	136	132	103	83	.....
21 Carleton Place	194	98	128	118	136	.....
22 Chelmsford	11	2	.....	2	.....	3
23 Chesley	110	45	90	70	77	.....
24 Clinton	115	42	43	132	83	.....
25 Cobalt	342	79	121	90	57	9
26 Cobourg	116	104	114	104	120	.....
27 Cochrane	101	42	22	10	16	.....
28 Collingwood	303	161	289	221	255	.....
29 Copper Cliff	157	132	69	59	46	.....
30 Cornwall	144	99	144	129	121	.....
31 Deseronto	167	61	66	82	61	.....
32 Dresden	98	81	59	48	41	86
33 Dryden	50	32	12	38	32	10
34 Dundas	190	108	97	93	128	.....
35 Dunnville	139	57	64	106	89	.....
36 Durham	69	44	51	55	54	109

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
1	1,609	1,111	1,609	1,609	1,609	321	558	558
2	3,096	3,096	3,054	3,150	3,150	1,119	1,387	1,407
3	1,640	1,392	1,640	1,640	1,640	429	1,068	669
4	1,664	867	1,664	867	1,356	386	509	595
5	1,661	1,266	1,573	1,266	1,763	449	491	657
6	9,756	8,104	9,814	9,106	9,061	6,926	5,283	6,341
7	2,416	1,784	2,416	2,416	2,416	1,106	797	1,453
8	6,275	6,275	6,275	6,219	6,219	1,621	3,716	4,980
9	1,332	1,087	989	985	1,087	521	232	487
10	7,306	7,306	7,306	7,306	7,306	3,811	3,032	3,032
11	2,178	2,178	2,178	2,178	2,178	374	790	790
12	1,387	953	1,350	822	1,387	651	415	598
13	1,156	1,025	.....	1,025	1,156	535	738	738
14	2,018	1,466	571	2,018	2,018	805	465	805
15	1,755	1,755	1,755	1,755	1,755	735	749	725
16	42,618	41,246	42,630	40,230	41,983	30,615	10,485	15,172
17	1,936	855	1,936	1,936	1,936	609	231	609
18	1,308	855	.....	755	755	564	304	564
	91,111	82,621	86,760	85,283	88,775	51,577	31,250	40,180
1	73	58	73	58	58	22	22	48
2	265	265	265	265	265	96	77	121
3	251	201	.....	241	251	123	56	123
4	279	228	255	242	302	123	78	123
5	625	365	497	535	625	244	174	365
6	326	326	326	326	326	326	63	326
7	351	351	175	351	351	125	77	110
8	1,097	1,097	1,097	1,097	1,097	489	620	809
9	913	1,284	1,854	1,549	1,854	738	355	523
10	154	237	.....	154	154	154	154	154
11	119	119	.....	119	119	88	58	88
12	43	43	.....	43	43	23	15	15
13	160	128	80	148	148	80	100	100
14	470	301	470	470	470	183	95	132
15	719	712	661	732	732	241	732	729
16	524	285	524	378	524	99	199	199
17	1,279	1,279	1,279	1,279	1,279	.....	1,279	1,279
18	77	136	249	150	150	136	150	150
19	124	72	85	124	124	72	15	39
20	419	419	271	419	419	186	256	266
21	674	382	.....	674	674	136	136	254
22	2	4	.....	5	5	5	5	5
23	392	282	392	392	392	147	147	147
24	415	300	345	348	415	215	114	215
25	698	356	.....	698	698	156	66	156
26	558	442	558	338	338	224	120	224
27	191	64	.....	64	26	16	16	16
28	1,184	1,142	1,127	942	1,080	577	572	784
29	463	257	463	257	257	105	46	105
30	637	637	637	637	637	121	121	121
31	437	437	437	209	437	61	143	143
32	382	382	413	413	413	220	206	231
33	174	124	174	124	124	80	62	80
34	616	318	616	533	533	221	172	221
35	455	259	240	195	259	195	54	79
36	270	270	44	313	313	218	218	218

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Cities—Concluded	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration
1 Belleville	558	1,609	1,609	.....	.....
2 Brantford	3,096	3,096	3,096	54	54
3 Chatham	1,392	1,680	1,680	.....	.....
4 Fort William	1,664	1,664	1,664	.....	.....
5 Guelph	500	1,661	1,661	102	102
6 Hamilton	7,839	9,379	9,569	570	570
7 Kingston	2,416	2,416	2,416	.....	.....
8 London	6,275	6,275	6,019	.....	.....
9 Niagara Falls	535	989	1,228	.....	.....
10 Ottawa	7,306	7,306	7,306	317	317
11 Peterborough	2,178	2,178	2,178	.....	.....
12 Port Arthur	1,387	1,387	1,387	.....	.....
13 St. Catharines	738	1,578	1,578	.....	.....
14 St. Thomas	2,018	2,018	2,018	.....	.....
15 Stratford	1,755	1,755	1,755	.....	.....
16 Toronto	37,540	40,991	43,016	1,293	808
17 Windsor	1,936	1,936	1,936	.....	.....
18 Woodstock	1,308	1,308	.....	.....	.....
Totals	80,441	89,226	90,116	2,336	1,851
Towns					
1 Alexandria	38	73	73	.....	.....
2 Alliston	77	265	265	38	77
3 Almonte	201	251	.....	.....	.....
4 Amherstburg	255	279	302	33	47
5 Arnprior	481	625	550	.....	.....
6 Aurora	326	326	263	.....	.....
7 Aylmer	351	351	351	.....	.....
8 Barrie	1,010	1,097	1,097	.....	.....
9 Berlin	738	1,854	986	.....	.....
10 Blenheim	125	154	.....	90	72
11 Blind River	88	119	.....	22	31
12 Bonfield	23	43	.....	.....	.....
13 Bothwell	56	160	.....	24	24
14 Bowmanville	470	470	470	.....	.....
15 Bracebridge	661	661	661	.....	68
16 Brampton	199	378	524	.....	.....
17 Brockville	1,279	1,279	1,279	.....	.....
18 Bruce Mines	58	117	249	10	19
19 Cache Bay	124	124	124	4	4
20 Campbellford	298	320	280	.....	.....
21 Carleton Place	254	674	.....	.....	.....
22 Chelmsford	2	2	.....	2	2
23 Chesley	392	392	392	.....	.....
24 Clinton	325	415	.....	.....	.....
25 Cobalt	698	698	.....	9	9
26 Cobourg	224	558	288	.....	.....
27 Cochrane	64	106	.....	.....	.....
28 Collingwood	1,093	1,031	833	.....	.....
29 Copper Cliff	257	463	463	.....	.....
30 Cornwall	637	637	637	.....	.....
31 Deseronto	437	437	437	.....	.....
32 Dresden	327	327	413	39	39
33 Dryden	52	62	62	10	62
34 Dundas	616	616	616	.....	.....
35 Dunnville	308	362	246	.....	.....
36 Durham	160	273	69	34	163

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Algebra	Geometry	Latin	French	German	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
1									777	48
2							54		295	272
3									1,405	
4										
5							108		252	329
6	570	500				435	570	75	1,238	1,609
7										317
8									771	74
9										
10							317		1,619	
11									126	128
12									67	
13										
14									228	
15										
16							800	451	36,313	9,107
17										
18									120	106
	570	500				435	1,849	626	43,211	11,990
1										
2	126	126	44	38		77				
3										
4	38	38	20	33		24	9			
5										
6										
7						62				
8										
9									166	189
10	72	72	48	46		72	38			
11	31	31	31	21		21				
12										
13	44	44	44	5		44				
14										
15	71	71	64	40	4	71	44			
16										
17									237	264
18	33	33	25	21		19				
19	4						4			
20										
21										
22	3	3		2		2				
23										
24										
25	9	9	9			9				
26										
27										
28										
29										
30									96	
31										
32	86	86	78	47		57	37			
33	10	10	10			10	10			
34										
35										
36	109	109	82	75		109				

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Continued	Reading					
	Primer	1st Book	2nd Book	3rd Book	4th Book	Beyond 4th Book
37 Englehart	60	19	21	37	32	4
38 Essex	79	52	63	52	63	.....
39 Forest	61	49	45	36	68	.....
40 Fort Frances	43	42	59	24	22	22
41 Galt	268	220	278	308	330	.....
42 Gananoque	239	146	165	134	128	.....
43 Goderich	132	73	131	136	164	.....
44 Gore Bay	31	40	64	58	61	61
45 Gravenhurst	135	71	117	75	69	.....
46 Haileybury	178	123	74	100	52	.....
47 Hanover	259	60	100	88	43	46
48 Harriston	64	64	61	83	48	.....
49 Hawkesbury	64	16	33	40	35	.....
50 Hespeler	62	136	112	118	74	30
51 Huntsville	197	86	97	87	57	75
52 Ingersoll	153	102	175	150	152	.....
53 Kearney	44	4	21	24	26	5
54 Keewatin	52	39	36	49	46	15
55 Kenora	386	147	183	127	128	.....
56 Kincardine	113	40	45	69	100	.....
57 Kingsville	99	49	45	101	54	19
58 Latchford	19	35	28	9	18	5
59 Leamington	151	41	86	76	81	.....
60 Lindsay	220	109	189	253	207	.....
61 Listowel	90	46	58	104	122	.....
62 Little Current	109	27	48	42	46	20
63 Massey	45	18	32	22	32	18
64 Mattawa	20	5	13	15	13	4
65 Meaford	153	47	96	93	110	.....
66 Midland	465	148	268	164	138	.....
67 Milton	132	78	62	36	67	65
68 Mitchell	45	41	44	68	94	.....
69 Mount Forest	73	39	49	65	52	25
70 Napanee	104	97	91	88	150	.....
71 New Liskeard	163	77	117	62	87	42
72 Newmarket	165	47	73	90	69	.....
73 Niagara	67	12	37	32	69	.....
74 North Bay	250	118	151	114	106	.....
75 North Toronto	410	178	203	135	111	.....
76 Oakville	95	54	95	38	60	.....
77 Orangeville	88	65	79	90	99	.....
78 Orillia	372	243	208	168	95	142
79 Oshawa	441	129	273	241	126	.....
80 Owen Sound	411	285	414	453	442	.....
81 Palmerston	75	31	36	55	79	63
82 Paris	108	71	87	136	143	.....
83 Parkhill	30	46	59	44	63	.....
84 Parry Sound	199	209	261	126	124	85
85 Pembroke	191	103	129	105	165	.....
86*Penetanguishene	225	121	113	108	106	.....
87 Perth	92	42	72	101	64	.....
88 Petrolea	195	103	97	182	128	.....
89 Picton	123	67	113	95	102	.....
90 Port Hope	232	122	91	161	158	.....

*Including Protestant Separate School.

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
37	173	173	173	173	94	73	36	73
38	309	309	309	250	250	115	63	115
39	259	149	259	149	259	104	104	104
40	203	127	190	127	127	68	68	127
41	1,404	1,037	705	1,404	1,404	638	330	564
42	812	573	576	812	812	178	128	355
43	636	636	636	636	636	300	164	300
44	314	314	193	315	315	315	315	315
45	467	305	294	326	326	223	69	193
46	527	349	527	349	349	152	52	226
47	579	582	550	596	596	177	120	177
48	256	256	256	256	256	131	48	83
49	188	188	188	188	188	59	114	188
50	532	532	467	532	532	222	104	222
51	390	365	.....	445	445	199	132	219
52	732	732	732	732	732	194	108	280
53	124	80	69	80	97	55	100	124
54	231	231	237	198	185	185	110	110
55	971	438	971	585	585	255	128	255
56	367	367	367	367	143	100	367	367
57	367	219	193	219	219	174	73	174
58	114	82	114	114	114	23	32	28
59	376	243	.....	324	376	157	81	157
60	978	758	978	978	978	460	460	460
61	420	420	420	420	420	420	122	154
62	.....	136	163	136	136	136	136	163
63	167	104	167	122	104	72	104	104
64	70	46	32	70	32	32	17	15
65	499	499	499	499	499	203	65	203
66	1,183	718	1,183	1,183	1,183	363	363	465
67	424	424	375	440	440	235	132	168
68	292	206	292	292	292	162	94	95
69	303	230	303	303	303	142	142	142
70	530	530	530	530	530	238	238	238
71	381	381	506	385	385	187	191	308
72	444	444	444	444	444	159	232	159
73	138	138	.....	138	138	80	101	69
74	739	739	739	739	739	106	106	739
75	1,037	605	1,037	928	928	111	269	330
76	342	342	342	342	342	342	342	342
77	421	421	325	421	421	189	189	303
78	1,228	997	1,177	997	997	354	419	471
79	1,210	575	746	1,210	880	519	126	126
80	2,005	1,299	2,005	1,299	2,005	642	885	1,299
81	317	317	53	339	286	193	142	182
82	545	545	246	545	545	143	385	279
83	242	242	242	242	242	107	63	107
84	913	913	290	858	1,000	464	178	524
85	693	693	693	693	693	270	116	577
86	673	561	673	673	673	214	331	408
87	371	371	371	371	371	165	64	165
88	705	407	660	407	510	310	310	310
89	500	500	500	500	500	102	197	310
90	764	764	764	764	764	764	319	319

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Continued	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration
37 Englehart	173	173	173	.....	4
38 Essex	250	309	309	.....	.....
39 Forest	104	259	259	.....	.....
40 Fort Frances	46	209	212	19	.....
41 Galt	1,206	1,404	1,299	.....	.....
42 Gananoque	812	812	812	.....	.....
43 Goderich	636	636	636	.....	.....
44 Gore Bay	254	254	45	35	60
45 Gravenhurst	305	397	133	.....	.....
46 Haileybury	527	527	527	.....	.....
47 Hanover	550	550	507	33	46
48 Harriston	192	256	256	.....	.....
49 Hawkesbury	188	188	188	.....	.....
50 Hespeler	222	532	532	30	30
51 Huntsville	241	284	.....	54	54
52 Ingersoll	732	732	732	.....	.....
53 Kearney	50	124	69	5	5
54 Keewatin	144	183	.....	13	24
55 Kenora	585	585	971	.....	.....
56 Kincardine	367	367	367	.....	.....
57 Kingsville	249	367	367	19	19
58 Latchford	114	114	114	5	5
59 Leamington	284	243	243	.....	.....
60 Lindsay	978	978	978	.....	.....
61 Listowel	307	420	420	.....	.....
62 Little Current	163	272	272	20	20
63 Massey	167	167	.....	18	18
64 Mattawa	32	32	.....	.....	4
65 Meaford	499	499	499	.....	.....
66 Midland	1,183	1,183	.....	.....	.....
67 Milton	375	424	424	107	65
68 Mitchell	126	292	198	.....	.....
69 Mount Forest	303	303	303	.....	25
70 Napanee	530	530	530	.....	.....
71 New Liskeard	506	548	548	38	38
72 Newmarket	444	444	444	.....	.....
73 Niagara	69	138	69	.....	.....
74 North Bay	739	739	739	.....	.....
75 North Toronto	687	1,037	1,037	.....	.....
76 Oakville	342	342	342	.....	.....
77 Orangeville	421	421	421	.....	.....
78 Orillia	497	539	137	51	51
79 Oshawa	194	638	778	.....	.....
80 Owen Sound	1,299	2,005	2,005	.....	.....
81 Palmerston	152	129	93	11	41
82 Paris	545	545	545	.....	.....
83 Parkhill	63	242	242	.....	.....
84 Parry Sound	728	800	335	45	72
85 Pembroke	693	693	300	.....	.....
86*Penetanguishene	673	673	673	.....	.....
87 Perth	371	371	371	.....	.....
88 Petrolea	310	510	705	.....	.....
89 Picton	500	500	500	.....	.....
90 Port Hope	764	764	764	.....	.....

* Including Protestant Separate School.

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Algebra	Geometry	Latin	French	German	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
37	4	4	.....	.....	.....	.....	.....	.....	.....	.....
38	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
39	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
40	22	22	13	13	.....	22	.....	.....	.....	.....
41	.....	.....	.....	.....	.....	.....	.....	.....	155	175
42	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
43	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
44	61	61	15	20	4	60	.....	.....	.....	.....
45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
46	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
47	44	43	38	.....	33	44	.....	.....	.....	.....
48	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
49	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
50	30	30	.....	.....	.....	30	30	.....	.....	.....
51	75	75	41	42	.....	.....	.....	.....	.....	.....
52	.....	.....	.....	.....	.....	.....	.....	.....	60	83
53	5	5	.....	.....	.....	5	.....	.....	.....	.....
54	24	24	22	22	.....	24	.....	.....	.....	.....
55	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
56	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
57	19	19	.....	.....	.....	19	19	.....	.....	.....
58	.....	5	5	.....	.....	5	.....	.....	114	.....
59	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
61	.....	.....	.....	.....	.....	.....	.....	1	15	.....
62	20	20	20	12	.....	20	12	6	.....	.....
63	18	18	12	12	.....	18	.....	.....	.....	.....
64	4	4	2	.....	.....	4	.....	.....	.....	.....
65	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
66	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
67	65	65	25	12	2	65	.....	.....	.....	.....
68	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
69	25	.....	25	.....	.....	25	25	.....	.....	.....
70	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
71	42	42	41	42	.....	38	38	.....	.....	.....
72	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
73	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
74	.....	.....	.....	.....	.....	.....	.....	739	220	739
75	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
76	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
77	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
78	.....	.....	.....	.....	.....	.....	51	.....	.....	.....
79	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
80	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
81	63	63	57	58	.....	41	.....	.....	.....	.....
82	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
83	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
84	85	85	78	37	8	72	.....	.....	.....	.....
85	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
90	.....	.....	.....	.....	.....	.....	.....	764	.....	.....

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Continued	Reading					
	Primer	1st Book	2nd Book	3rd Book	4th Book	Beyond 4th Book
91 Powassan	73	37	26	53	33	31
92 Prescott	81	52	75	53	111	.....
93 Preston	103	65	126	83	106	.....
94 Rainy River	81	49	40	37	36	15
95 Renfrew	123	69	55	75	125	.....
96 Ridgetown	100	47	76	54	67	.....
97 Rockland	24	10	10	14	18	.....
98 St. Mary's	140	67	62	120	129	.....
99 Sandwich	65	28	27	40	37	.....
100 Sarnia	396	245	266	253	306	.....
101 Sault Ste. Marie	463	198	201	264	251	.....
102 Seaforth	64	50	45	46	109	.....
103 Simcoe	142	97	119	136	118	.....
104 Smith's Falls	371	178	226	208	218	.....
105 Southampton	124	44	39	86	62	39
106 Stayner	65	44	54	43	45	56
107 Steelton	227	71	88	107	99	.....
108 Strathroy	110	67	123	110	113	.....
109 Sturgeon Falls	72	41	57	40	40	8
110 Sudbury	106	72	39	94	81	.....
111 Thessalon	177	60	80	81	68	45
112 Thornbury	31	19	27	37	24	36
113 Thorold	127	28	89	83	58	.....
114 Tilbury	36	20	28	27	28	31
115 Tillsonburg	113	54	116	101	134	.....
116 Trenton	194	77	84	125	101	.....
117 Uxbridge	74	33	83	102	46	.....
118 Vankleek Hill	28	14	25	40	58	.....
119 Walkerton	80	46	60	77	85	.....
120 Walkerville	124	48	77	86	90	.....
121 Wallaceburg	287	64	97	110	65	80
122 Waterloo	80	84	126	139	108	.....
123 Webbwood	82	18	28	26	50	6
124 Welland	226	162	120	115	114	.....
125 Whitby	92	38	65	63	104	.....
126 Wiarton	121	133	134	98	105	.....
127 Wingham	63	53	99	89	90	.....
Totals	17,662	9,615	12,353	12,047	11,818	1,738
Totals						
1 Rural Schools	55,565	27,676	40,997	41,955	44,388	6,408
2 Cities	22,333	12,777	18,020	19,942	17,666	1,857
3 Towns	17,662	9,615	12,353	12,047	11,818	1,738
4 Villages	6,392	3,506	4,667	4,616	4,859	3,025
5 Grand Totals, 1910	101,952	53,574	76,037	78,560	78,731	13,028
6 Grand Totals, 1909	99,854	52,988	73,533	80,476	79,566	14,851
7 Increases	2,098	586	2,504	.....	.....	.....
8 Decreases	.....	.....	.....	1,916	835	1,823
9 Percentages	25.36	13.33	18.92	19.54	19.59	3.24

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
91	251	251	222	253	253	62	253	253
92	372	372	372	372	372	111	372	372
93	483	483	483	380	380	189	44	189
94	128	128	.....	258	258	88	128	128
95	447	419	247	447	447	125	200	200
96	344	344	344	344	344	121	87	121
97	76	76	76	76	76	18	52	76
98	481	369	369	369	427	263	166	205
99	197	104	144	132	104	77	104	104
100	1,466	1,466	1,466	1,466	1,466	559	559	559
101	1,316	914	1,377	1,128	1,047	555	143	625
102	250	155	.....	155	155	109	65	90
103	612	612	612	612	612	254	515	612
104	1,201	652	1,201	830	830	426	218	426
105	394	226	357	394	394	187	101	187
106	199	176	140	221	221	117	130	182
107	592	346	592	365	365	206	65	206
108	523	523	523	523	523	223	523	523
109	258	186	.....	186	186	145	88	88
110	392	286	392	392	392	175	81	94
111	503	503	452	511	511	186	113	194
112	174	143	138	143	143	124	99	124
113	385	385	.....	295	355	230	58	204
114	159	157	94	170	134	134	74	74
115	518	518	518	518	518	235	235	235
116	581	387	581	387	581	163	226	226
117	338	338	338	338	338	148	46	148
118	165	165	165	165	165	98	165	165
119	348	296	314	348	268	162	85	162
120	425	328	425	383	425	176	90	176
121	384	320	.....	398	416	202	255	255
122	537	457	537	460	460	247	79	77
123	210	210	204	210	210	109	55	204
124	737	659	697	737	737	270	114	153
125	362	232	362	232	232	173	104	167
126	591	337	591	337	337	337	105	203
127	394	331	394	353	331	179	134	179
	61,474	51,028	53,095	56,155	57,725	25,409	22,388	31,174
1	191,965	156,185	102,452	167,153	165,338	97,349	79,132	98,638
2	91,111	82,621	86,760	85,283	88,775	51,577	31,250	40,180
3	61,474	51,028	53,095	56,155	57,725	25,409	22,388	31,174
4	25,399	21,310	18,076	23,256	22,867	13,395	11,855	14,904
5	369,949	311,144	260,383	331,847	334,705	187,730	144,625	184,896
6	363,863	310,151	247,206	328,148	330,124	203,133	143,048	187,896
7	6,086	993	13,177	3,699	4,581	.....	1,577	.....
8	.....	.....	.....	.....	.....	15,403	.....	3,000
9	92.05	77.42	64.79	82.57	83.28	46.71	35.98	46.00

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Concluded	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration
91 Powassan	222	251	253	29	29
92 Prescott	372	372	372	.....	.....
93 Preston	483	483	483	.....	.....
94 Rainy River	36	.....	258	15	15
95 Renfrew	447	447	447	.....	.....
96 Ridgetown	344	344	344	.....	.....
97 Rockland	76	76	76	.....	.....
98 St. Mary's	166	259	.....	.....	.....
99 Sandwich	197	197	60	.....	.....
100 Sarnia	1,466	1,466	1,466	.....	.....
101 Sault Ste. Marie	622	1,154	869	.....	.....
102 Seaforth	109	250	.....	.....	.....
103 Simcoe	612	612	612	.....	.....
104 Smith's Falls	426	1,201	1,201	.....	.....
105 Southampton	187	394	357	39	39
106 Stayner	168	168	140	16	40
107 Steelton	275	592	513	.....	.....
108 Strathroy	523	523	523	.....	.....
109 Sturgeon Falls	48	88	.....	8	8
110 Sudbury	286	392	392	.....	.....
111 Thessalon	466	511	466	37	37
112 Thornbury	143	153	138	22	31
113 Thorold	322	385	218	.....	.....
114 Tilbury	83	72	84	4	31
115 Tillsonburg	518	518	134	9	9
116 Trenton	310	581	581	.....	.....
117 Uxbridge	338	338	338	.....	.....
118 Vankleek Hill	165	165	165	.....	.....
119 Walkerton	207	43	314	.....	.....
120 Walkerville	425	425	425	.....	.....
121 Wallaceburg	122	202	.....	48	48
122 Waterloo	108	537	537	.....	.....
123 Webbwood	50	204	204	5	5
124 Welland	585	737	.....	.....	.....
125 Whitby	167	226	84	.....	.....
126 Wiarton	203	591	.....	.....	.....
127 Wingham	179	394	.....	.....	.....
Totals	47,051	58,033	47,407	1,050	1,490
Totals					
1 Rural Schools	124,016	175,815	109,847	5,510	7,898
2 Cities	80,441	89,226	90,116	2,336	1,851
3 Towns	47,051	58,033	47,407	1,050	1,490
4 Villages	15,483	22,110	15,555	2,136	2,972
5 Grand Totals, 1910	266,991	345,184	262,925	11,032	14,211
6 Grand Totals, 1909	250,018	336,046	234,142	13,379	37,596
7 Increases	16,973	9,138	28,783	.....	.....
8 Decreases	.....	.....	.....	2,347	23,385
9 Percentages	66.43	85.89	65.42	2.74	3.53

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Concluded

	Algebra	Geometry	Latin	French	German	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
91	31	31	31	.....	.....	29	.....	.....	163	163
92	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
93	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94	15	15	14	.....	.....	15	15	.....	.....	.....
95	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
101	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
102	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
103	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
104	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
105	39	39	36	23	.....	39	.....	62	.....	.....
106	56	56	47	42	.....	38	16	.....	.....	.....
107	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
108	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
109	8	8	.....	.....	.....	8	.....	.....	.....	.....
110	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
111	45	45	35	18	.....	45	.....	.....	.....	.....
112	36	36	25	12	.....	31	22	.....	.....	.....
113	.....	.....	.....	.....	.....	.....	.....	.....	264	.....
114	29	29	27	27	.....	11	4	.....	.....	.....
115	9	.....	.....	.....	.....	.....	.....	.....	.....	.....
116	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
117	.....	.....	.....	.....	.....	.....	.....	.....	190	.....
118	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
119	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
120	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
121	80	48	48	14	.....	48	.....	.....	.....	.....
122	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
123	5	5	5	5	.....	5	5	.....	.....	.....
124	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
125	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
126	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
127	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	1,595	1,529	1,117	739	51	1,338	379	1,571	1,680	1,613
1	5,685	5,092	2,406	1,402	136	3,822	2,171	4,629	3,450	431
2	570	500	.....	.....	.....	435	1,849	626	43,211	11,990
3	1,595	1,529	1,117	739	51	1,338	379	1,571	1,680	1,613
4	2,944	2,826	2,234	1,542	263	2,293	873	672	572	10
5	10,794	9,947	5,757	3,683	450	7,888	5,272	7,498	48,913	14,044
6	11,976	10,955	6,150	8,524	2,112	11,001	6,313	8,931	43,631	16,124
7	.....	.....	.....	.....	.....	.....	.....	.....	5,282	.....
8	1,182	1,008	393	4,841	1,662	3,113	1,041	1,433	.....	2,080
9	2.68	2.47	1.43	.91	.11	1.96	1.31	1.86	12.17	3.49

THE PUBLIC

III. TABLE C—TEACHERS, SALARIES,

Rural Schools	Teachers			Salaries	
	Number of Teachers	Male	Female	Highest salary, male	Highest salary, female
				$	$
1 Brant	74	17	57	750	750
2 Bruce	178	36	142	700	800
3 Carleton	141	23	118	800	900
4 Dufferin	94	16	78	650	600
5 Dundas	85	20	65	1,100	650
6 Elgin	117	18	99	1,100	800
7 Essex	124	24	100	725	600
8 Frontenac	147	13	134	470	550
9 Glengarry	79	9	70	600	500
10 Grey	234	48	186	1,000	700
11 Haldimand	77	15	62	800	600
12 Haliburton	60	8	52	700	425
13 Halton	58	9	49	700	600
14 Hastings	186	39	147	800	600
15 Huron	196	45	151	850	550
16 Kent	141	14	127	1,000	650
17 Lambton	173	30	143	725	600
18 Lanark	128	17	111	500	850
19 Leeds and Grenville	239	24	215	1,000	750
20 Lennox and Addington	121	12	109	600	550
21 Lincoln	70	17	53	675	600
22 Middlesex	202	35	167	700	625
23 Norfolk	103	31	72	750	550
24 Northumberland and Durham	217	47	170	800	750
25 Ontario	127	34	93	900	600
26 Oxford	129	34	95	850	650
27 Peel	81	13	68	700	600
28 Perth	120	38	82	700	600
29 Peterborough	105	15	90	900	600
30 Prescott and Russell	106	9	97	550	750
31 Prince Edward	76	13	63	700	600
32 Renfrew	162	15	147	700	500
33 Simcoe	234	58	176	1,000	600
34 Stormont	82	12	70	650	700
35 Victoria	113	18	95	700	600
36 Waterloo	103	25	78	700	600
37 Welland	89	15	74	1,100	650
38 Wellington	152	23	129	1,000	700
39 Wentworth	88	16	72	800	650
40 York	190	49	141	1,300	800
41 Algoma and Manitoulin	144	24	120	675	800
42 Muskoka	111	10	101	550	550
43 Nipissing	116	21	95	1,300	750
44 Parry Sound	121	15	106	750	625
45 Rainy River and Thunder Bay	71	31	40	1,000	700
1 Totals, Rural Schools	5,764	1,055	4,709	1,300	900
2 " Cities	1,810	250	1,560	2,100	1,900
3 " Towns	1,235	182	1,053	1,500	900
4 " Villages	560	134	426	1,500	850
5 Grand Totals, 1910	9,369	1,621	7,748	2,100	1,900
6 Grand Totals, 1909	9,185	1,660	7,525	2,000	1,800
7 Increases	184	.....	223	100	100
8 Decreases	.....	39	.....	.....	.....
9 Percentages	.....	17.30	82.69	.....	.....

SCHOOLS—Continued

CERTIFICATES, EXPERIENCE, ETC.

Salaries—Continued

	Average salary of male teacher	Average salary of female teacher	Average salary male teacher with I Class certificate	Average salary female teacher with I Class certificate	Average salary male teacher with II Class certificate	Average salary female teacher with II Class certificate	Average salary male teacher with III or District certificate
	$	$	$	$	$	$	$
1	561	481	750	550	577	490	513
2	469	457	.....	554	514	482	489
3	505	451	700	739	590	463	437
4	477	460	.....	533	520	487	467
5	545	473	1,100	537	536	490	486
6	545	482	1,100	630	537	486	457
7	545	472	.....	708	583	501	513
8	361	334	.....	445	.....	440	377
9	427	387	.....	.....	600	431	407
10	513	459	1,000	582	536	492	480
11	520	466	.....	475	569	489	465
12	450	322	.....	.....	576	.....	.....
13	528	464	700	467	592	476	462
14	467	429	.....	492	544	491	459
15	530	457	500	512	556	473	479
16	550	504	.....	588	570	511	500
17	508	477	587	525	526	484	484
18	397	357	.....	675	500	424	407
19	458	383	1,000	617	525	432	368
20	368	352	.....	617	450	425	375
21	559	450	550	.....	592	477	531
22	533	474	.....	552	542	484	478
23	495	442	500	465	537	470	468
24	489	435	800	579	539	446	479
25	498	449	900	575	538	476	448
26	577	477	737	554	566	483	487
27	513	457	.....	525	555	476	425
28	532	480	.....	500	547	493	483
29	477	401	900	562	550	459	446
30	430	383	.....	587	550	430	429
31	452	403	.....	.....	490	477	423
32	504	354	547	.....	600	462	475
33	528	442	950	567	564	482	483
34	471	409	.....	542	531	461	446
35	515	434	.....	500	600	476	469
36	575	468	625	525	579	493	525
37	553	452	683	490	543	476	483
38	547	469	617	502	597	482	491
39	585	472	.....	503	599	485	470
40	575	469	912	557	584	475	499
41	505	396	.....	800	596	425	505
42	357	333	550	.....	316	425	326
43	488	393	.....	.....	792	550	491
44	432	368	.....	.....	592	512	429
45	482	466	.....	.....	529	546	541
1	508	431	734	559	558	478	464
2	1,364	659	1,439	637	1,215	663	900
3	933	472	1,069	531	888	473	604
4	788	451	1,013	614	692	436	540
5	711	483	1,224	591	690	531	468
6	660	449	.....	.....	.....	.....	.....
7	51	54	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....
9	.....	.....	.....	.....	.....	.....	.....

THE PUBLIC

III. TABLE C—TEACHERS, SALARIES,

Rural Schools—Continued	Salaries—Continued			Certificates
	Average salary female teacher with III or District certificate	Average salary male teacher with Temporary certificate	Average salary female teacher with Temporary certificate	Number of teachers who have ever attended an Ontario Model School
	$	$	$	
1 Brant	452	.....	425	15
2 Bruce	429	400	397	48
3 Carleton	389	395	390	38
4 Dufferin	438	444	441	41
5 Dundas	437	500	417	29
6 Elgin	452	350	422	8
7 Essex	458	467	421	59
8 Frontenac	348	275	287	55
9 Glengarry	380	400	361	52
10 Grey	439	440	411	100
11 Haldimand	451	.....	421	57
12 Haliburton	333	325	316	13
13 Halton	436	425	462	14
14 Hastings	397	407	385	52
15 Huron	433	434	416	80
16 Kent	463	500	486	20
17 Lambton	448	450	447	73
18 Lanark	348	357	311	78
19 Leeds and Grenville	365	390	349	146
20 Lennox and Addington	352	319	306	62
21 Lincoln	412	455	441	30
22 Middlesex	438	.....	395	21
23 Norfolk	411	392	411	32
24 Northumberland & Durham	424	407	409	103
25 Ontario	413	442	402	37
26 Oxford	460	.....	414	19
27 Peel	427	462	431	19
28 Perth	455	503	367	18
29 Peterborough	395	378	338	27
30 Prescott and Russell	375	375	340	65
31 Prince Edward	391	483	362	47
32 Renfrew	351	338	300	109
33 Simcoe	422	452	422	129
34 Stormont	377	400	326	49
35 Victoria	415	425	377	47
36 Waterloo	426	.....	405	25
37 Welland	404	500	416	30
38 Wellington	445	442	419	61
39 Wentworth	425	500	425	9
40 York	435	450	404	27
41 Algoma and Manitoulin	409	449	367	42
42 Muskoka	341	350	317	63
43 Nipissing	445	395	353	34
44 Parry Sound	385	354	342	39
45 Rainy River and Thunder Bay	472	443	436	18
1 Totals, Rural Schools	403	413	364	2,140
2 " Cities	580	.....	.....	1,399
3 " Towns	421	325	427	773
4 " Villages	388	400	353	270
5 Grand Totals, 1910	405	412	365	4,582
6 Grand Totals, 1909	.....	.....	.....	.....
7 Increases	.....	.....	.....	.....
8 Decreases	.....	.....	.....	.....
9 Percentages	.....	.....	.....	48.9

SCHOOLS—Continued

CERTIFICATES, EXPERIENCE, ETC.—Continued

	Certificates—Continued							
	Number who have ever attended an Ontario Normal School	Number who attended the Normal College or F. of E.	Number of University Graduates	1st Class or Interim 1st Class	2nd Class or Interim 2nd Class	3rd Class	District	Temporary
1	54	3	.....	3	51	19	.....	1
2	90	6	.....	6	85	55	2	30
3	67	13	5	13	61	35	1	31
4	39	2	.....	3	33	42	.....	16
5	52	3	.....	3	53	24	1	4
6	85	7	.....	5	83	19	3	7
7	54	3	1	3	48	41	7	25
8	23	3	2	1	22	55	5	64
9	17	.....	.....	.....	16	38	7	18
10	107	5	.....	6	100	86	3	39
11	41	4	1	5	35	31	.....	6
12	6	.....	1	.....	4	3	13	40
13	37	4	.....	4	34	16	1	3
14	60	5	.....	5	66	47	10	58
15	126	2	1	3	120	60	.....	13
16	104	7	.....	8	95	28	.....	10
17	125	6	.....	5	120	40	1	7
18	22	2	1	2	21	64	1	40
19	75	4	.....	4	66	126	.....	43
20	16	3	.....	3	16	53	5	44
21	39	1	.....	1	38	22	.....	9
22	161	7	.....	6	155	30	.....	11
23	50	5	.....	6	49	36	1	11
24	101	7	1	7	86	74	.....	50
25	65	3	.....	3	64	38	2	20
26	92	10	.....	10	87	24	.....	8
27	52	1	.....	2	45	21	3	10
28	95	2	.....	1	89	24	.....	6
29	40	2	3	3	36	21	7	38
30	18	2	.....	2	19	35	30	20
31	20	.....	.....	.....	17	42	.....	17
32	26	1	.....	3	21	55	54	29
33	84	5	2	5	76	119	4	30
34	27	3	.....	3	27	34	13	5
35	47	1	.....	3	43	46	2	19
36	66	4	.....	4	67	27	.....	5
37	53	5	2	8	50	25	.....	6
38	91	13	1	13	83	42	2	12
39	66	8	.....	8	60	15	.....	5
40	135	15	2	15	126	34	1	14
41	8	2	.....	2	12	37	27	66
42	4	1	.....	1	3	27	34	46
43	10	.....	.....	.....	10	22	12	72
44	12	.....	.....	.....	9	25	22	65
45	14	.....	1	.....	13	17	2	39
1	2,576	180	24	188	2,414	1,774	276	1,112
2	1,488	314	48	364	1,424	22	.....	.....
3	976	138	27	156	956	89	15	19
4	381	96	14	106	373	57	7	17
5	5,421	728	113	814	5,167	1,942	298	1,148
6	.....	.....	100	786	4,455	2,755	419	719
7	.....	.....	13	28	712	.....	.....	429
8	.....	.....	.....	.....	.....	813	121	.....
9	57.86	7.77	1.2	8.68	55.14	20.72	3.18	12.25

THE PUBLIC

III. TABLE C—TEACHERS, SALARIES,

Experience

	Average experience in years of male teachers	Average experience in years of female teachers	Average experience in years of all teachers	Average experience male teachers with I Class certificates	Average experience female teachers with I Class certificates
1 Totals, Rural Schools	8.38	4.23	4.99	14.26	4.73
2 " Cities	18.50	13.31	14.02	17.24	11.07
3 " Towns	17.44	10.05	11.13	16.44	7.75
4 " Villages	14.51	7.74	9.33	10.57	6.14
5 Grand Totals, 1910	11.46	7.04	7.80	15.87	7.96
6 Grand Totals, 1909	11.09	7.08	7.80	.....	.....
7 Increases	.37	.....	.....	.....	.....
8 Decreases	.....	.04	.....	.....	.....
9 Percentages	.....	.....	.....	.....	.....

THE PUBLIC

III. TABLE C—TEACHERS, SALARIES,

Experience—Continued

	2 Years, but less than 3 Years	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	10 Years	11 Years	12 Years	13 Years	14 Years	15 Years	16 Years
1 Totals, RuralSch's	674	803	437	317	265	164	124	93	113	95	98	65	59	77	37
2 Totals, Cities	41	74	71	68	94	77	95	92	85	65	80	52	59	49	36
3 " Towns	54	81	63	77	77	57	61	65	53	54	46	41	40	26	35
4 " Villages	38	50	51	39	43	25	26	24	22	14	10	14	8	13	10
5 Grand Totals, 1910	807	1,008	622	501	479	323	306	274	273	228	234	172	166	165	118
6 Grand Totals, 1909	1,267	1,023	526	550	425	319	321	276	277	199	204	178	144	155	127
7 Increases	.....	.....	96	....	54	4	....	....	....	29	30	....	22	10	....
8 Decreases	460	15	....	49	....	....	15	2	4	....	....	6	....	....	9
9 Percentages	8.61	10.75	6.63	5.34	5.11	3.44	3.26	2.92	2.91	2.43	2.49	1.83	1.77	1.76	1.25

SCHOOLS—Continued

CERTIFICATES, EXPERIENCE, ETC.—Continued

Experience—Continued

	Average experience male teachers with II Class certificates	Average experience female teachers with II Class certificates	Average experience male teachers with III or District certificates	Average experience female teachers with III or District certificates	Average experience male teachers with Temporary certificates	Average experience female teachers with Temporary certificates	Number of teachers who at end of year have taught less than a year.	One year, but less than two years
1	12.92	5.69	4.94	3.87	1.44	1.75	1,049	947
2	21.24	13.48	6.50	23.52	.....	.....	21	49
3	18.21	10.71	14.58	8.07	1.50	1.88	53	79
4	16.91	8.78	7.10	5.55	.50	2.68	30	44
5	15.01	9.24	5.15	4.35	1.43	1.76	1,153	1,119
6	.....	.....	.....	.....	.....	.....	994	849
7	.....	.....	.....	.....	.....	.....	159	270
8	.....	.....	.....	.....	.....	.....	.....	.....
9	.....	.....	.....	.....	.....	.....	12.3	11.94

SCHOOLS—Continued

CERTIFICATES, EXPERIENCE, ETC.—Concluded

Experience—Concluded

	17 Years	18 Years	19 Years	20 Years	21 Years	22 Years	23 Years	24 Years	25 Years	26 Years	27 Years	28 Years	29 Years	30 Years	31 Years	32 Years	33 Years	34 Years	35 Years	36 Years	37 Years	38 Years	39 Years	40 Years and over
1	34	34	16	41	22	28	18	13	24	14	13	9	13	12	9	12	6	1	5	5	..	3	3	12
2	56	53	48	46	31	43	45	50	52	37	32	26	29	17	22	21	10	11	8	9	8	8	8	32
3	18	17	22	25	17	17	18	21	14	5	18	5	6	11	11	4	8	7	5	5	2	3	4	10
4	10	6	6	11	8	8	4	3	5	3	2	3	6	4	4	4	2	4	...	...	...	1	1	4
5	118	110	92	123	78	96	85	87	95	59	65	43	54	44	46	41	26	23	18	19	10	15	16	58
6	116	108	97	124	92	90	76	89	74	55	51	47	46	59	37	28	20	12	21	18	11	16	17	47
7	2	2	...	....	...	6	9	...	21	4	14	...	8	...	9	13	6	11	...	1	..	...	...	9
8	....	....	5	1	14	.....	...	2	....	...	...	4	...	15	...	...	...	...	3	..	1	1	1	....
9	1.25	1.17	.98	1.31	.83	1.02	.9	.92	1.01	.62	.69	.45	.57	.46	.49	.43	.27	.24	.19	.2	.1	.16	.17	.61

THE PUBLIC

IV. TABLE D—SCHOOL

Rural Schools	School Houses						School Visits				
	Number of Schools	Brick	Stone	Concrete	Frame	Log	By Inspector	By Trustees	By Clergymen	By other persons	Total
1 Brant	61	48	2	1	10	.....	172	100	38	746	1,056
2 Bruce	170	93	19	7	49	2	361	149	70	283	863
3 Carleton	120	31	17	1	68	3	260	65	34	86	445
4 Dufferin	92	62	4	2	24	.....	186	100	28	116	430
5 Dundas	76	6	9	....	61	.....	205	89	43	112	449
6 Elgin	101	73	.....	2	26	.....	286	60	21	103	470
7 Essex	110	35	3	....	72	.....	210	81	32	59	382
8 Frontenac	143	11	22	....	102	8	395	201	89	322	1,007
9 Glengarry	74	4	.....	....	61	9	149	78	22	49	298
10 Grey	223	118	53	2	49	1	457	177	84	316	1,034
11 Haldimand	74	66	.....	....	8	.....	154	57	38	106	355
12 Haliburton	58	2	3	....	50	3	113	72	81	158	424
13 Halton	58	29	13	7	9	.....	121	95	14	212	442
14 Hastings	176	54	14	2	103	3	440	259	99	1,593	2,391
15 Huron	183	106	8	2	67	.....	372	162	89	412	1,035
16 Kent	132	83	.....	....	49	.....	310	107	64	238	719
17 Lambton	166	82	1	....	83	.....	344	126	57	115	642
18 Lanark	120	19	12	....	84	5	275	144	24	350	793
19 Leeds & Grenville	224	62	77	....	79	6	516	213	64	187	980
20 Lennox and Addington	113	23	6	3	79	2	263	125	35	315	738
21 Lincoln	63	27	9	....	27	.....	141	48	30	284	503
22 Middlesex	180	132	.....	1	47	.....	422	149	61	355	987
23 Norfolk	98	63	6	4	25	.....	209	78	14	205	506
24 Northumberland & Durham	203	140	11	1	51	.....	446	292	89	494	1,321
25 Ontario	114	71	1	....	42	.....	251	127	40	140	558
26 Oxford	108	87	4	1	16	.....	253	155	35	188	631
27 Peel	75	55	6	3	11	.....	201	68	23	115	407
28 Perth	112	87	5	....	20	.....	342	151	52	125	670
29 Peterborough	100	48	2	2	40	8	261	103	103	192	659
30 Prescott and Russell	93	9	.....	1	73	10	198	88	42	170	498

SCHOOLS—Continued

HOUSES, PRAYERS, ETC.

	Maps and Globes		Examinations, Prizes		Lectures							
	Number of Maps	Number of Globes	Number of Schools holding Public Examinations	Number of Schools distributing Prizes or Merit Cards	By Inspector	By other persons	Total	Number of Trees planted on Arbor Day	Number of Schools using authorized Scripture Readings	Number of Schools opened and closed with Prayer	Number of Schools using the Bible	Number of Schools imparting Religious Instruction
1	761	73	17	.....	.....	.....	.....	75	31	61	48	.....
2	1,910	179	24	17	.....	1	1	392	98	169	139	79
3	1,139	119	20	13	.....	.....	.....	175	76	115	77	13
4	899	90	34	10	10	.....	10	229	54	85	79	40
5	822	96	48	14	.....	.....	.....	184	51	76	50	1
6	1,168	124	17	13	.....	.....	.....	61	69	95	58	34
7	1,246	143	41	13	1	5	6	76	56	105	58	7
8	888	118	83	29	.....	.....	.....	158	95	140	63	21
9	658	73	40	30	.....	4	4	98	28	61	14	28
10	2,577	240	21	10	.....	1	1	288	180	221	167	.....
11	895	81	22	4	5	.....	5	212	50	74	33	.....
12	546	52	6	1	.....	.....	.....	13	36	58	57	.....
13	671	63	12	1	1	.....	1	79	41	56	25	.....
14	1,947	195	88	29	4	10	14	260	126	169	139	31
15	2,077	188	17	8	.....	4	4	100	82	180	147	49
16	1,592	136	124	2	10	1	11	105	94	129	74	44
17	1,832	169	21	4	1	1	2	74	95	166	84	1
18	968	127	42	19	14	30	44	211	83	118	54	27
19	2,243	225	59	10	2	.....	2	84	181	217	59	.....
20	1,103	125	51	33	2	.....	2	180	37	108	58	2
21	597	72	9	3	.....	6	6	63	50	62	31	.....
22	2,199	217	39	20	15	6	21	176	107	172	119	62
23	1,032	99	47	14	.....	1	1	37	68	98	69	47
24	1,997	213	71	29	.....	3	3	249	146	200	113	59
25	1,346	129	11	12	.....	.....	.....	210	83	108	28	29
26	1,299	123	24	7	.....	5	5	329	78	106	31	21
27	1,134	82	21	4	.....	3	3	668	50	75	21	5
28	1,402	124	70	2	36	.....	36	241	87	112	79	21
29	749	101	29	12	1	21	22	58	57	97	53	29
30	962	98	12	17	.....	11	11	216	3	86	33	31

THE PUBLIC

IV. TABLE D—SCHOOL

Rural Schools—Concluded	School Houses						School Visits				
	Number of Schools	Brick	Stone	Concrete	Frame	Log	By Inspector	By Trustees	By Clergymen	By other persons	Total
31 Prince Edward	75	36	14	....	25	.....	190	86	20	382	678
32 Renfrew	150	41	1	....	86	22	363	194	67	184	808
33 Simcoe	205	145	2	5	53	.....	501	329	118	1,089	2,037
34 Stormont	76	1	.....	....	74	1	190	46	19	124	379
35 Victoria	104	70	4	....	30	.....	305	78	68	195	646
36 Waterloo	82	59	16	....	7	.....	188	191	43	457	879
37 Welland	79	45	6	3	25	.....	186	77	12	238	513
38 Wellington	141	93	37	3	8	.....	327	221	44	320	912
39 Wentworth	72	48	14	1	9	.....	182	79	32	246	539
40 York	148	113	1	1	33	.....	292	186	60	307	845
41 Algoma and Manitoulin	142	7	3	7	104	21	285	155	128	279	847
42 Muskoka	109	18	2	1	76	12	224	123	83	318	748
43 Nipissing	118	4	.....	....	89	25	222	146	161	88	617
44 Parry Sound	115	9	2	2	76	26	232	197	85	318	832
45 Rainy River and Thunder Bay	69	3	.....	....	44	22	118	115	40	119	392
Totals											
1 Rural Schools	5,305	2,418	409	65	2,224	189	12,118	5,942	2,495	12,810	33,365
2 Cities	219	200	15	....	4	.....	4,341	1,801	293	14,117	20,552
3 Towns	237	173	24	1	39	.....	1,951	2,006	325	2,800	7,082
4 Villages	163	128	11	1	22	1	965	552	196	886	2,599
5 Grand Totals, 1910	5,924	2,919	459	67	2,289	190	19,375	10,301	3,309	30,613	63,598
6 Grand Totals, 1909	5,913	2,866	463	†	2,384	200	18,556	11,053	3,661	35,558	68,828
7 Increases	11	53	.....	....	.....	.....	819	.....	.....	.....	.....
8 Decreases	.....	.....	4	....	95	10	.....	752	352	4,945	5,230
9 Percentages	.....	49.27	7.74	1.13	38.63	3.20	30.46	16.19	5.20	48.13	.....

SCHOOLS—Continued

HOUSES, PRAYERS, ETC.—Concluded

	Maps and Globes		Examinations, Prizes		Lectures			Number of Trees planted on Arbor Day	Number of Schools using authorized Scripture Readings	Number of Schools opened or closed with Prayer	Number of Schools using the Bible	Number of Schools imparting Religious Instruction
	Number of Maps	Number of Globes	Number of Schools holding Public Examinations	Number of Schools distributing Prizes or Merit Cards	By Inspector	By other persons	Total					
31	887	80	27	19	.....	.....	.....	15	54	73	46	.....
32	1,300	167	35	42	.....	2	2	306	60	144	34	44
33	2,204	209	93	2	46	7	53	484	95	198	129	21
34	667	82	54	19	.....	.....	.....	104	40	75	46	40
35	1,031	111	15	1	.....	.....	.....	39	60	97	64	31
36	970	91	42	11	.....	1	1	305	64	81	30	5
37	696	83	21	8	2	4	6	51	30	76	48	.....
38	1,720	157	26	15	.....	3	3	104	103	139	64	41
39	725	448	16	13	.....	.....	.....	171	47	71	47	38
40	1,730	160	20	11	1	.....	1	145	113	148	92	22
41	1,045	133	52	30	2	3	5	219	92	142	104	66
42	1,003	110	3	9	.....	.....	.....	193	75	109	91	45
43	604	80	44	38	2	.....	2	69	32	101	41	41
44	1,169	118	43	16	.....	2	2	267	74	115	100	58
45	324	54	16	15	.....	1	1	39	17	64	45	9
1	54,734	5,957	1,627	629	155	136	291	7,812	3,248	5,150	3,041	1,142
2	6,354	360	164	155	21	106	127	*	67	101	104	.....
3	3,328	452	83	38	55	70	125	70	80	206	164	11
4	2,156	235	39	18	31	45	76	229	93	155	104	11
5	66,572	7,004	1,913	840	262	357	619	8,111	3,488	5,612	3,413	1,164
6	62,905	6,491	2,013	817	564	305	869	5,976	3,263	5,593	3,268	1,396
7	3,667	513	.....	23	.....	52	.....	2,135	225	19	145	.....
8	.....	.....	100	.....	302	.....	250	.....	.....	.....	.....	232
9	‡11.23	‡1.18	32.29	14.17	.....	.....	.....	.....	58.87	94.73	57.61	19.64

* There were set out 17,810 flowers and plants, 1,200 shrubs and 11,450 bulbs in the City of Toronto.

† None specified as concrete until 1910.

‡ To each school.

THE PUBLIC

V. TABLE E—FINANCIAL

Rural Schools	Receipts			
	Legislative Grants	Municipal Grants	Assessments levied on requisition of the Trustees	Clergy Reserve Fund, balances and other sources	Total receipts for all Public School purposes
	$ c.	$ c.	$ c.	$ c.	$ c.
1 Brant	7,266 94	21,856 31	19,499 00	40,681 21	89,303 46
2 Bruce	15,440 68	54,299 52	37,318 29	62,495 22	169,553 71
3 Carleton	11,561 78	42,352 78	26,621 80	51,372 85	131,909 21
4 Dufferin	6,523 42	27,401 22	21,320 95	24,756 92	80,002 51
5 Dundas	7,148 81	26,198 37	15,566 53	13,575 77	62,489 48
6 Elgin	11,451 76	18,792 46	47,018 32	53,242 86	130,505 40
7 Essex	11,560 30	38,177 87	29,381 67	45,343 48	124,463 32
8 Frontenac	12,729 93	33,837 31	13,875 55	30,808 85	91,251 64
9 Glengarry	3,733 70	23,267 44	7,785 24	17,099 69	51,886 07
10 Grey	18,460 11	71,515 04	48,907 27	71,319 96	210,202 38
11 Haldimand	6,320 48	23,870 09	16,493 94	34,202 20	80,886 71
12 Haliburton	8,393 16	121 43	12,800 25	10,408 72	31,723 56
13 Halton	5,067 82	17,949 52	10,547 04	24,739 68	58,304 06
14 Hastings	19,301 76	47,151 56	33,952 22	80,207 06	180,612 60
15 Huron	15,992 53	61,945 05	39,106 57	53,751 27	170,795 42
16 Kent	14,663 44	42,752 92	38,430 76	71,537 32	167,384 44
17 Lambton	13,380 75	53,576 18	40,615 31	46,239 19	153,811 43
18 Lanark	8,038 79	36,518 05	9,098 23	24,945 58	78,600 65
19 Leeds and Grenville	13,074 59	71,871 49	28,233 60	49,217 69	162,397 37
20 Lennox and Addington	6,966 69	33,090 18	10,381 82	27,150 63	77,589 32
21 Lincoln	5,775 41	21,043 38	19,348 65	44,045 22	90,212 66
22 Middlesex	18,437 94	60,499 78	45,328 88	88,845 89	213,112 49
23 Norfolk	6,230 36	26,202 95	17,112 46	41,388 27	90,934 04
24 Northumberland & Durham	17,209 02	45,736 55	59,358 76	56,057 48	178,361 81
25 Ontario	10,680 47	37,703 80	27,995 38	36,390 82	112,770 47
26 Oxford	13,380 34	38,564 53	37,046 05	69,856 20	158,847 12
27 Peel	7,513 99	23,100 00	15,410 80	31,677 78	77,702 57
28 Perth	11,583 67	25,865 46	39,221 13	41,858 34	118,528 60
29 Peterborough	10,011 48	25,241 47	16,711 73	23,234 48	75,199 16
30 Prescott and Russell	4,894 83	30,556 03	11,305 85	25,407 95	72,164 66
31 Prince Edward	4,737 99	23,858 31	9,547 78	17,369 19	55,513 27
32 Renfrew	11,392 34	41,871 56	22,400 06	35,180 56	110,844 52
33 Simcoe	18,569 25	60,877 38	61,939 88	79,721 69	221,108 20
34 Stormont	5,157 41	25,058 38	9,858 70	10,552 22	50,626 71
35 Victoria	11,434 98	30,522 09	18,702 95	26,963 07	87,623 09
36 Waterloo	9,634 66	29,696 28	31,695 15	64,922 67	135,948 76
37 Welland	7,648 01	26,599 65	18,631 21	61,467 67	114,346 54
38 Wellington	17,303 30	45,449 21	32,552 03	61,955 48	157,260 02
39 Wentworth	9,834 00	26,384 80	22,820 33	56,369 69	115,408 82
40 York	20,327 80	54,774 20	58,783 74	99,350 34	233,236 08
41 Algoma and Manitoulin	27,837 29	15,180 89	33,681 55	48,632 33	125,332 06
42 Muskoka	12,324 52	9,878 87	15,301 85	22,251 12	59,756 36
43 Nipissing	24,877 51	4,321 37	33,920 26	26,568 24	89,687 38
44 Parry Sound	15,231 06	9,743 08	24,598 27	30,575 84	80,148 25
45 Rainy River & Thunder Bay	8,630 95	5,168 26	23,587 84	19,686 44	57,073 49
Totals	527,736 02	1,490,443 07	1,213,815 65	1,953,425 13	5,185,419 87

SCHOOLS—Continued

STATEMENT

	Expenditure					
	Teachers' Salaries	Sites, and building school houses	Libraries, maps, apparatus, prizes and school books	Rent and repairs, fuel and other expenses	Total expenditure for all Public School purposes	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	35,206 52	10,334 82	835 99	10,644 62	57,021 95	32,281 51
2	78,338 12	9,363 13	1,355 65	21,779 18	110,836 08	58,717 63
3	61,633 28	20,685 52	1,826 98	17,599 89	101,745 67	30,163 54
4	41,895 39	2,214 98	832 52	7,914 31	52,857 20	27,145 31
5	40,004 76	3,315 31	867 48	7,170 44	51,357 99	11,131 49
6	54,529 19	10,688 36	1,818 89	15,456 87	82,493 31	48,012 09
7	57,071 45	12,526 46	585 05	17,753 14	87,936 10	36,527 22
8	46,476 09	3,937 23	1,204 62	11,149 57	62,767 51	28,484 13
9	29,724 35	5,370 62	319 08	5,089 72	40,503 77	11,382 30
10	104,826 84	12,902 48	1,249 71	31,566 92	150,545 95	59,656 43
11	33,914 03	7,278 78	840 36	8,310 97	50,344 14	30,542 57
12	16,913 98	2,119 60	320 59	4,426 67	23,780 84	7,942 72
13	26,579 29	3,146 78	363 63	5,869 29	35,958 99	22,345 07
14	75,984 50	23,023 64	1,978 49	25,126 85	126,113 48	54,499 12
15	89,898 63	6,157 66	1,152 67	27,990 25	125,199 21	45,596 21
16	68,964 26	11,693 93	1,694 92	16,418 54	98,771 65	68,612 79
17	78,937 65	9,542 32	1,380 88	21,350 85	111,211 70	42,599 73
18	45,427 10	3,074 98	456 19	8,785 12	57,743 39	20,857 26
19	89,013 99	6,035 30	1,400 02	17,722 11	114,171 42	48,225 95
20	41,312 36	4,488 22	467 58	8,423 93	54,692 09	22,897 23
21	31,867 61	10,180 13	768 31	16,293 10	59,109 15	31,103 51
22	94,017 08	21,923 22	1,421 04	24,879 12	142,240 46	70,872 03
23	38,596 92	5,162 30	594 39	8,729 90	53,083 51	37,850 53
24	93,524 04	6,876 74	2,779 44	21,041 89	124,222 11	54,139 70
25	57,398 59	6,689 30	1,139 55	17,275 67	82,503 11	30,267 36
26	63,239 25	12,912 46	1,922 45	14,707 83	92,781 99	66,065 13
27	35,589 97	5,006 45	323 63	12,384 07	53,304 12	24,398 45
28	57,965 99	7,385 84	397 18	16,216 71	81,965 72	36,562 88
29	41,317 99	4,310 47	682 09	7,526 19	53,836 74	21,362 42
30	38,583 24	6,095 04	366 70	7,147 80	52,192 78	19,971 88
31	31,231 49	2,138 02	234 61	5,404 84	39,008 96	16,504 31
32	57,837 37	8,677 16	1,315 50	14,942 56	82,772 59	28,071 93
33	104,284 18	17,205 96	2,998 50	22,067 69	146,556 33	74,551 87
34	33,331 31	1,422 69	902 03	6,117 11	41,773 14	8,853 57
35	48,409 42	3,632 93	1,074 80	11,974 19	65,091 34	22,531 75
36	49,085 88	9,677 72	858 21	14,964 92	74,586 73	61,362 03
37	40,718 90	24,476 74	592 72	15,027 36	80,815 72	33,530 82
38	71,510 55	6,479 59	1,141 43	18,483 52	97,615 09	59,644 93
39	42,354 54	14,277 74	2,164 78	10,038 82	68,835 88	46,572 94
40	91,070 87	20,624 19	2,175 34	29,537 53	143,407 93	89,828 15
41	57,312 36	19,386 02	1,444 03	17,169 79	95,312 20	30,019 86
42	32,957 03	6,061 86	647 46	7,500 12	47,166 47	12,589 89
43	41,680 78	12,789 03	3,336 07	17 415 06	75,220 94	14,466 44
44	40,413 94	15,405 65	944 77	9,962 30	66,726 66	13,421 59
45	27,743 50	12,059 27	1,110 33	7,479 07	48,392 17	8,681 32
	2,438,694 58	428,756 64	52,286 66	644,836 40	3,564,574 28	1,620,845 59

THE PUBLIC

V. TABLE E—FINANCIAL

Cities	Receipts			
	Legislative Grants	Municipal Grants and Assessments	Clergy Reserve Fund, balances and other sources	Total receipts for all Public School purposes
	$ c.	$ c.	$ c.	$ c.
1 Belleville	1,293 00	19,641 04	6,351 15	27,285 19
2 Brantford	3,474 62	46,000 00	34,336 69	83,811 31
3 Chatham	1,317 71	23,485 84	381 67	25,185 22
4 Fort William	2,592 08	71,351 43	623 40	74,566 91
5 Guelph	1,705 17	55,471 80	278 90	57,455 87
6 Hamilton	13,558 00	185,324 13	102,317 47	301,199 60
7 Kingston	3,117 94	41,999 00	1,638 69	46,755 63
8 London	9,661 49	164,396 63	19,305 64	193,363 76
9 Niagara Falls	976 50	16,284 60	99 88	17,360 98
10 Ottawa	11,066 64	284,999 17	22,600 35	318,666 16
11 Peterborough	5,327 77	40,500 00	2,746 74	48,574 51
12 Port Arthur	1,823 50	53,500 00	4,523 63	59,847 13
13 St. Catharines	1,390 79	39,224 91	12,568 73	53,184 43
14 St. Thomas	1,995 20	34,770 00	4,669 80	41,435 00
15 Stratford	4,884 35	31,236 59	1,301 83	37,422 77
16 Toronto	43,938 96	1,558,917 25	451,531 19	2,054,387 40
17 Windsor	1,451 00	40,850 00	121 64	42,422 64
18 Woodstock	1,212 00	52,809 98	1,357 77	55,379 75
Totals	110,786 72	2,760,762 37	666,755 17	3,538,304 26
Towns				
1 Alexandria	37 00	1,524 00	1,249 38	2,810 38
2 Alliston	883 68	5,076 18	711 86	6,671 72
3 Almonte	309 50	4,509 49	802 71	5,621 70
4 Amherstburg	811 55	26,052 53	1,784 35	28,648 43
5 Arnprior	360 50	4,978 49	2,585 83	7,924 82
6 Aurora	247 00	3,550 00	38 33	3,835 33
7 Aylmer	372 24	6,007 03	27 23	6,406 50
8 Barrie	954 08	17,320 10	335 45	18,609 63
9 Berlin	1,623 00	33,071 96	41,943 92	76,638 88
10 Blenheim	861 00	4,895 50	1,306 81	7,063 31
11 Blind River	1,066 06	4,200 00	341 38	5,607 44
12 Bonfield		324 85	263 86	588 71
13 Bothwell	488 70	2,003 20	210 45	2,702 35
14 Bowmanville	370 00	5,950 00	63 34	6,383 34
15 Bracebridge	1,896 64	8,250 00	264 28	10,410 92
16 Brampton	443 50	6,300 00	990 62	7,734 12
17 Brockville	1,929 50	17,500 00	15 49	19,444 99
18 Bruce Mines	779 73	2,633 00	73 80	3,486 53
19 Cache Bay	87 00	1,713 00	11 13	1,811 13
20 Campbellford	417 25	4,969 04	1,092 22	6,478 51
21 Carleton Place	560 00	6,450 00	186 64	7,196 64
22 Chelmsford	100 00	270 00	116 22	486 22
23 Chesley	255 00	4,289 73	971 67	5,516 40
24 Clinton	364 00	4,557 18	247 14	5,168 32
25 Cobalt	444 00	17,367 22	700 35	18,511 57
26 Cobourg	586 25	7,500 00	468 59	8,554 84
27 Cochrane	466 00	2,143 19	2,727 71	5,336 90
28 Collingwood	1,028 95	16,716 00	14,507 25	32,252 20
29 Copper Cliff	409 00	13,151 15	330 72	13,890 87
30 Cornwall	639 50	8,890 00	350 44	9,789 94
31 Deseronto	368 00	4,578 08	294 62	5,240 70
32 Dresden	703 61	4,390 45	7,584 50	12,678 56
33 Dryden	377 65	1,815 00	1,267 61	3,460 26

SCHOOLS—Continued

STATEMENT—Continued

	Expenditure					
	Teachers' Salaries	Sites, and building school houses	Libraries, maps, apparatus, prizes and school books	Rent and repairs, fuel and other expenses	Total expenditure for all Public School purposes	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	13,045 74	2,500 00	1,240 67	4,439 21	21,225 62	6,059 57
2	37,051 40	31,043 77	2,991 58	12,602 49	83,689 24	122 07
3	18,037 50	1,400 00	262 80	5,229 08	24,929 38	255 84
4	34,211 20	21,581 49	5,761 14	12,535 97	74,089 80	477 11
5	21,681 01	23,494 00	339 42	11,940 59	57,455 02	85
6	145,323 37	70,542 98	7,560 00	55,354 64	278,780 99	22,418 61
7	32,001 26	4,790 07	349 30	8,744 60	45,885 23	870 40
8	117,838 08	31,871 58	575 00	37,868 68	188,153 34	5,210 42
9	12,162 00	.....	142 75	5,056 23	17,360 98	.....
10	147,019 12	70,624 68	5,950 03	66,498 24	290,092 07	28,574 09
11	35,180 82	.....	2,740 47	9,942 17	47,863 46	711 05
12	20,670 85	22,374 35	1,649 17	7,033 31	51,727 68	8,119 45
13	18,051 44	25,357 33	.....	9,775 66	53,184 43	.....
14	26,038 00	2,509 10	213 04	12,661 16	41,421 30	13 70
15	23,600 80	4,118 47	1,301 18	8,402 32	37,422 77	.....
16	793,916 47	528,188 97	4,837 98	339,881 45	1,666,824 87	387,562 53
17	29,875 76	276 60	50 00	11,931 42	42,133 78	288 86
18	14,521 00	34,327 38	1,246 06	5,245 66	55,340 10	39 65
	1,540,225 82	875,000 77	37,210 59	625,142 88	3,077,580 06	460,724 20
1	848 70	51 30	.....	1,822 01	2,722 01	88 37
2	4,880 00	.....	40 00	1,438 01	6,358 01	313 71
3	3,602 50	283 95	.....	1,005 37	4,891 82	729 88
4	4,745 00	19,854 98	123 14	3,759 24	28,482 36	166 07
5	4,855 15	.....	163 77	1,582 48	6,601 40	1,323 42
6	2,881 25	.....	3 61	897 63	3,782 49	52 84
7	4,470 00	.....	.....	1,857 13	6,327 13	79 37
8	12,908 38	1,382 25	159 42	3,728 22	18,178 27	431 36
9	25,296 14	44,065 10	1,391 82	5,145 72	75,898 78	740 10
10	4,202 03	1,088 59	262 33	696 05	6,249 00	814 31
11	3,458 40	.....	173 05	1,975 99	5,607 44	.....
12	205 00	.....	.....	48 00	253 00	335 71
13	2,316 56	.....	33 15	352 07	2,701 78	57
14	4,265 00	429 11	140 55	1,548 68	6,383 34	.....
15	8,169 86	215 26	146 73	1,803 22	10,335 07	75 85
16	5,537 23	131 35	17 82	496 85	6,183 25	1,550 87
17	13,340 50	617 19	25 00	5,160 27	19,142 96	302 03
18	2,625 00	117 18	162 00	386 02	3,290 20	196 33
19	1,470 00	143 90	.....	153 10	1,767 00	44 13
20	4,622 84	116 58	59 35	1,359 83	6,158 60	319 91
21	5,666 00	.....	83 30	1,444 21	7,193 51	3 13
22	385 00	.....	.....	25 85	410 85	75 37
23	3,261 52	196 34	53 51	1,715 21	5,226 58	289 82
24	4,041 00	277 58	24 27	825 47	5,168 32	.....
25	7,690 63	5,684 87	1,205 82	3,636 98	18,218 30	293 27
26	6,423 35	.....	130 60	1,809 31	8,363 26	191 58
27	1,080 71	1,796 24	100 00	2,100 94	5,077 89	259 01
28	12,850 13	12,951 09	184 33	4,642 73	30,628 28	1,623 92
29	3,995 51	.....	310 75	1,841 58	6,147 84	7,743 03
30	7,282 87	.....	.....	1,937 53	9,220 40	569 54
31	3,892 50	.....	162 34	985 99	5,040 83	199 87
32	4,453 25	7,278 11	58 17	829 44	12,618 97	59 59
33	1,395 00	149 67	15 95	1,509 00	3,069 62	390 64

THE PUBLIC

V. TABLE E—FINANCIAL

Towns—Continued	Receipts			
	Legislative Grants	Municipal Grants and Assessments	Clergy Reserve Fund, balances and other sources	Total receipts for all Public School purposes
	$ c.	$ c.	$ c.	$ c.
34 Dundas	470 25	6,375 00	277 29	7,122 54
35 Dunnville	381 00	4,553 00	178 32	5,112 32
36 Durham	821 19	4,006 10	1,638 10	6,465 39
37 Englehart	143 25	2,359 72	1,655 46	4,158 43
38 Essex	209 00	4,388 34	85 51	4,682 85
39 Forest	216 00	2,900 00	682 99	3,798 99
40 Fort Frances	1,190 80	3,923 00	150 93	5,264 73
41 Galt	1,259 36	28,207 47	901 30	30,368 13
42 Gananoque	488 00	8,389 32	142 96	9,020 28
43 Goderich	609 00	27,129 33	.....	27,738 33
44 Gore Bay	987 11	2,680 00	319 30	3,986 41
45 Gravenhurst	391 50	4,844 00	.....	5,235 50
46 Haileybury	467 50	10,500 00	6,753 11	17,720 61
47 Hanover	720 25	6,115 12	324 21	7,159 58
48 Harriston	223 50	3,005 22	128 56	3,357 28
49 Hawkesbury	69 50	3,110 40	241 85	3,421 75
50 Hespeler	619 43	7,115 00	392 09	8,126 52
51 Huntsville	1,554 94	5,354 10	1,009 40	7,918 44
52 Ingersoll	856 08	10,812 30	1,369 88	13,038 26
53 Kearney	53 75	1,151 90	78 53	1,284 18
54 Keewatin	897 01	4,572 80	1,079 18	6,548 99
55 Kenora	968 00	16,456 00	65 61	17,489 61
56 Kincardine	378 50	5,557 25	241 62	6,177 37
57 Kingsville	482 54	4,578 74	858 28	5,919 56
58 Latchford	699 25	2,117 57	395 43	3,212 25
59 Leamington	335 00	5,000 00	84 62	5,419 62
60 Lindsay	847 50	13,057 91	31,190 83	45,096 24
61 Listowel	347 62	5,010 00	71 98	5,429 60
62 Little Current	500 85	1,900 00	581 00	2,981 85
63 Massey	584 54	1,790 78	1,380 38	3,755 70
64 Mattawa	175 00	900 00	492 90	1,567 90
65 Meaford	440 50	6,316 50	4,271 66	11,028 66
66 Midland	752 00	13,988 00	209 82	14,949 82
67 Milton	695 19	3,728 20	407 78	4,831 17
68 Mitchell	309 00	3,676 00	80 77	4,065 77
69 Mount Forest	251 50	3,531 00	406 15	4,188 65
70 Napanee	457 00	5,900 00	436 92	6,793 92
71 New Liskeard	1,455 60	8,000 00	249 74	9,705 34
72 Newmarket	395 25	5,000 00	952 53	6,347 78
73 Niagara	200 00	2,374 00	857 87	3,431 87
74 North Bay	3,040 97	15,255 20	8,417 43	26,713 60
75 North Toronto	734 00	13,712 53	225 58	14,672 11
76 Oakville	255 50	4,400 00	1,699 31	6,354 81
77 Orangeville	386 30	6,393 49	187 76	6,967 55
78 Orillia	738 50	26,088 00	8,299 83	35,126 33
79 Oshawa	727 75	13,757 56	70 10	14,555 41
80 Owen Sound	1,733 07	24,607 50	1,593 84	27,934 41
81 Palmerston	775 50	4,774 50	167 04	5,717 04
82 Paris	489 72	4,572 00	5,867 81	10,929 53
83 Parkhill	173 00	2,410 00	19 82	2,602 82
84 Parry Sound	2,408 10	11,645 32	135 55	14,188 97
85 Pembroke	491 50	8,675 35	102 00	9,268 85
86*Penetanguishene	410 50	6,837 12	15,486 45	22,734 07
87 Perth	344 00	6,299 00	122 25	6,765 25

* Including Protestant Separate School.

SCHOOLS—Continued

STATEMENT—Continued

	Expenditure					Balances
	Teachers' Salaries	Sites, and building school houses	Libraries, maps, apparatus, prizes, and school books	Rents and repairs, fuel, and other expenses	Total expenditure for all Public School purposes	
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
34	5,613 76	.....	.....	1,484 33	7,098 09	24 45
35	4,100 00	60 55	.....	936 62	5,097 17	15 15
36	4,623 00	70 90	117 30	977 53	5,788 73	676 66
37	1,263 41	508 72	101 86	2,187 88	4,061 87	96 56
38	3,072 50	.....	39 36	1,043 01	4,154 87	527 98
39	2,475 00	.....	28 30	913 12	3,416 42	382 57
40	3,348 00	252 80	272 74	1,361 31	5,234 85	29 88
41	17,441 55	7,204 51	62 19	5,558 02	30,266 27	101 86
42	6,604 46	.....	205 62	1,849 28	8,659 36	360 92
43	6,484 37	18,778 38	185 72	2,289 86	27,738 33	.....
44	3,335 00	.....	.....	595 64	3,930 64	55 77
45	3,776 67	112 25	34 00	1,219 37	5,142 29	93 21
46	5,503 00	8,694 31	15 53	2,701 96	16,914 80	805 81
47	4,811 60	150 00	200 00	1,250 40	6,412 00	747 58
48	2,503 12	.....	7 50	569 96	3,080 58	276 70
49	1,550 00	.....	.....	447 86	1,997 86	1,423 89
50	5,685 00	374 65	488 76	659 48	7,207 89	918 63
51	5,429 89	187 85	319 77	1,073 94	7,011 45	906 99
52	7,475 00	412 21	155 01	3,710 63	11,752 85	1,285 41
53	906 18	.....	3 52	371 40	1,281 10	3 08
54	4,821 00	.....	.....	1,084 63	5,905 63	643 36
55	11,549 35	1,448 74	103 45	4,168 82	17,270 36	219 25
56	3,987 50	.....	.....	1,923 74	5,911 24	266 13
57	3,685 00	209 56	64 83	668 52	4,627 91	1,291 65
58	1,332 85	839 71	363 29	618 16	3,154 01	58 24
59	4,286 31	.....	74 50	1,056 53	5,417 34	2 28
60	11,110 07	30,607 66	.....	2,970 73	44,688 46	407 78
61	4,072 85	285 90	20 25	994 82	5,373 82	55 78
62	2,290 50	25 00	38 05	378 90	2,732 45	249 40
63	2,140 00	254 50	324 54	356 20	3,075 24	680 46
64	1,063 22	.....	14 05	205 08	1,282 35	285 55
65	5,166 70	2,600 00	.....	1,198 09	8,964 79	2,063 87
66	9,700 25	2,344 51	227 40	2,663 61	14,935 77	14 05
67	3,980 00	8 60	70 71	771 86	4,831 17	.....
68	3,320 70	114 80	32 25	460 42	3,928 17	137 60
69	2,693 75	.....	.....	997 55	3,691 30	497 35
70	5,070 55	109 15	.....	1,131 66	6,311 36	482 56
71	6,908 34	289 67	514 66	1,544 10	9,256 77	448 57
72	4,399 20	201 26	119 00	1,486 78	6,206 24	141 54
73	1,569 18	.....	92 35	458 79	2,120 32	1,311 55
74	12,986 08	9,395 30	503 64	2,494 13	25,379 15	1,334 45
75	8,650 25	3,132 95	158 89	2,559 87	14,501 96	170 15
76	3,043 00	435 54	52 06	1,026 17	4,556 77	1,798 04
77	4,684 65	803 40	140 59	1,197 55	6,826 19	141 36
78	12,062 70	5,198 21	15 20	3,628 56	20,904 67	14,221 66
79	9,546 16	1,129 50	6 50	3,873 25	14,555 41	.....
80	21,510 37	210 20	135 42	6,078 42	27,934 41	.....
81	3,950 00	158 31	337,53	1,236 29	5,682 13	34 91
82	5,375 00	762 61	185 22	2,654 26	8,977 09	1,952 44
83	2,030 00	.....	.....	546 45	2,576 45	26 37
84	10,450 25	.....	468 25	2,222 88	13,141 38	1,047 59
85	6,942 00	398 85	58 20	1,869 80	9,268 85	.....
86	5,329 97	10,400 32	65 55	6,802 78	22,598 62	135 45
87	4,885 00	.....	.....	1,599 66	6,484 66	280 59

THE PUBLIC

V. TABLE E—FINANCIAL

Towns—Concluded	Receipts			
	Legislative Grants	Municipal Grants and Assessments	Clergy Reserve Fund, balances and other sources	Total receipts for all Public School purposes
	$ c.	$ c.	$ c.	$ c.
88 Petrolea	530 00	8,000 00	344 07	8,874 07
89 Picton	501 51	4,600 00	5,120 63	9,622 14
90 Port Hope	618 50	8,198 45	18 50	8,835 45
91 Powassan	629 95	3,177 00	634 79	4,441 74
92 Prescott	333 50	4,301 94	31 01	4,666 45
93 Preston	411 97	7,500 00	60 82	7,972 79
94 Rainy River	739 50	4,866 00	157 59	5,763 09
95 Renfrew	345 50	7,286 79	36,372 92	44,005 21
96 Ridgetown	249 00	3,353 82	238 18	3,841 00
97 Rockland	29 50	979 82	137 37	1,146 69
98 St. Mary's	486 00	7,363 20	200 97	8,050 17
99 Sandwich	101 00	2,742 69	767 76	3,611 45
100 Sarnia	1,201 50	20,228 06	56 55	21,486 11
101 Sault Ste. Marie	1,325 00	35,008 68	716 01	37,049 69
102 Seaforth	260 00	3,983 28	335 01	4,578 29
103 Simcoe	474 28	5,353 70	1,943 61	7,781 59
104 Smith's Falls	1,188 00	12,724 27	1,018 84	14,931 11
105 Southampton	621 61	4,738 95	1,608 60	6,969 16
106 Stayner	541 55	3,549 55	3,080 56	7,171 66
107 Steelton	368 00	7,462 00	1,517 24	9,347 24
108 Strathroy	422 50	5,150 00	160 99	5,733 49
109 Sturgeon Falls	568 00	7,547 67	141 25	8,256 92
110 Sudbury	356 00	5,532 00	5,176 88	11,064 88
111 Thessalon	916 70	6,079 06	922 48	7,918 24
112 Thornbury	444 15	2,645 55	108 00	3,197 70
113 Thorold	186 00	3,409 00	353 67	3,948 67
114 Tilbury	564 25	2,376 10	1,649 32	4,589 67
115 Tillsonburg	408 31	6,158 05	683 58	7,249 94
116 Trenton	421 50	6,750 00	944 52	8,116 02
117 Uxbridge	188 00	3,800 00	46 09	4,034 09
118 Vankleek Hill	135 50	2,341 51	2,159 06	4,636 07
119 Walkerton	335 00	4,274 76	64 19	4,673 95
120 Walkerville	419 00	8,580 00	737 48	9,736 48
121 Wallaceburg	945 00	6,122 00	783 93	7,850 93
122 Waterloo	615 23	19,105 25	323 27	20,043 75
123 Webbwood	501 81	2,200 00	59 84	2,761 65
124 Welland	586 51	14,412 86	7,424 57	22,423 94
125 Whitby	238 50	4,950 00	14 50	5,203 00
126 Wiarton	325 00	4,575 00	150 58	5,050 58
127 Wingham	331 00	4,393 83	18 75	4,743 58
Totals	75,715 39	937,888 85	263,189 51	1,276,793 75
Totals				
1 Rural Schools	527,736 02	2,704,258 72	1,953,425 13	5,185,419 87
2 Cities	110,786 72	2,760,762 37	666,755 17	3,538,304 26
3 Towns	75,715 39	937,888 85	263,189 51	1,276,793 75
4 Villages	38,403 82	326,969 13	136,160 09	501,533 04
5 Grand Totals, 1910	752,641 95	6,729,879 07	3,019,529 90	10,502,050 92
6 Grand Totals, 1909	755,251 19	6,029,661 79	2,677,951 66	9,462,864 64
7 Increases	.....	700,217 28	341,578 24	1,039,186 28
8 Decreases	2,609 24	.....	.....	.....
9 Percentages	7.16	64.08	28.75	.....

Cost per pupil, enrolled attendance: Rural Schools, $16.42; Cities, $33.23;

SCHOOLS—Concluded

STATEMENT—Concluded

	Expenditure					
	Teachers' Salaries	Sites, and building school houses	Libraries, maps, apparatus, prizes and school books	Rent and repairs, fuel and other expenses	Total expenditure for all Public School purposes	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
88	6,122 71	59 00	89 44	1,939 70	8,210 85	663 22
89	5,714 56	278 62	372 74	2,351 76	8,717 68	904 46
90	7,105 10	.....	148 32	1,582 03	8,835 45	.....
91	2,427 96	54 40	111 38	1,173 32	3,767 06	674 68
92	2,697 61	.....	.....	1,896 82	4,594 43	72 02
93	5,938 75	182 49	120 10	1,563 06	7,804 40	168 39
94	3,660 00	914 26	.....	945 62	5,519 88	243 21
95	5,157 50	23,151 04	18 40	1,975 37	30,302 31	13,702 90
96	3,047 00	.....	18 75	662 79	3,728 54	112 46
97	900 00	.....	.....	179 07	1,079 07	67 62
98	4,920 82	665 41	6 00	2,457 94	8,050 17	.....
99	1,400 00	812 47	.....	645 00	2,857 47	753 98
100	15,191 54	.....	52 49	4,836 42	20,080 45	1,405 66
101	16,351 13	13,545 40	332 38	6,009 19	36,238 10	811 59
102	3,159 00	185 71	.....	1,233 58	4,578 29	.....
103	5,507 00	1 00	192 76	1,195 07	6,895 83	885 76
104	10,287 63	500 93	225 93	3,916 62	14,931 11	.....
105	4,817 00	248 00	.....	1,632 22	6,697 22	271 94
106	3,093 50	150 21	.....	721 59	3,965 30	3,206 36
107	4,913 80	558 15	532 64	1,895 62	7,900 21	1,447 03
108	4,575 00	.....	.....	973 98	5,548 98	184 51
109	3,610 15	2,947 13	.....	1,680 85	8,238 13	18 79
110	4,770 00	390 65	152 62	1,479 24	6,792 51	4,272 37
111	4,516 75	663 87	1,499 69	1,152 03	7,832 34	85 90
112	2,616 37	.....	97 30	484 03	3,197 70	.....
113	3,118 61	124 46	.....	700 88	3,943 95	4 72
114	3,000 00	.....	79 48	481 07	3,560 55	1,029 12
115	4,948 00	372 00	70 00	1,116 53	6,506 53	743 41
116	4,871 49	846 94	72 10	1,940 21	7,730 74	385 28
117	3,038 98	.....	.....	905 93	3,944 91	89 18
118	2,125 00	.....	7 00	280 61	2,412 61	2,223 46
119	3,657 95	.....	.....	943 66	4,601 61	72 34
120	6,364 00	428 71	234 00	2,602 93	9,629 64	106 84
121	5,944 80	.....	174 01	1,539 09	7,657 90	193 03
122	8,031 01	6,971 29	.....	4,817 47	19,819 77	223 98
123	1,926 81	66 41	60 32	477 35	2,530 89	230 76
124	6,749 92	6,763 09	26 30	3,006 39	16,545 70	5,878 23
125	3,449 50	.....	49 35	1,295 01	4,793 86	409 14
126	4,232 86	.....	9 90	783 66	5,026 42	24 16
127	3,361 00	.....	56 77	1,323 02	4,740 79	2 79
	675,032 08	265,883 66	16,464 51	219,447 52	1,176,827 77	99,965 98
1	2,438,694 58	428,756 64	52,286 66	644,836 40	3,564,574 28	1,620,845 59
2	1,540,225 82	875,000 77	37,210 59	625,142 88	3,077,580 06	460,724 20
3	675,032 08	265,883 66	16,464 51	219,447 52	1,176,827 77	99,965 98
4	284,748 61	47,072 03	8,715 48	79,204 39	419,740 51	81,792 53
5	4,938,701 09	1,616,713 10	114,677 24	1,568,631 19	8,238,722 62	2,263,328 30
6	4,600,652 31	1,103,671 74	117,243 59	1,499,671 45	7,321,239 09	2,141,625 55
7	338,048 78	513,041 36	.....	68,959 74	917,483 53	121,702 75
8	.....	.....	2,566 35	.....	.....	.....
9	59.94	19.62	1.39	19.03	.....	.....

Towns, $18.04; Villages, $15.50; Province, $20.50.

ROMAN CATHOLIC

I. TABLE F—FINANCIAL

Rural Schools	Number of Schools	Receipts				Ex-
		Legislative Grants	Municipal Grants and Assessments	Balances, subscribed and other sources	Total amount received	Teachers' Salaries
		$ c.	$ c.	$ c.	$ c.	$ c.
1 Bruce	9	1,192 50	6,965 37	4,440 78	12,598 65	6,257 93
2 Carleton	18	991 49	8,782 02	1,835 70	11,609 21	6,838 74
3 Essex	27	2,462 42	17,059 59	4,478 18	24,000 19	14,211 37
4 Frontenac	11	1,219 20	4,141 80	1,550 35	6,911 35	4,283 05
5 Grey	7	359 01	2,931 38	950 95	4,241 34	2,652 33
6 Hastings	7	530 60	2,788 73	1,076 84	4,396 17	2,492 41
7 Huron	9	799 08	5,946 07	1,437 69	8,182 84	4,331 71
8 Kent	8	559 50	3,882 23	2,670 47	7,112 20	3,359 24
9 Lambton	1	84 50	612 00	531 96	1,228 46	471 79
10 Lanark	3	278 72	847 74	140 20	1,266 66	1,031 00
11 Leeds and Grenville	3	109 15	668 53	63 85	841 53	733 00
12 Lennox and Addington	2	227 65	564 09	455 59	1,247 33	821 56
13 Middlesex	5	326 56	2,338 01	614 09	3,278 66	1,967 50
14 Norfolk	1	105 00	673 43	363 48	1,141 91	500 00
15 Northumberland & Durham	6	432 05	2,073 71	548 46	3,054 22	2,268 04
16 Ontario	1	167 00	219 38	1,159 30	1,545 68	542 00
17 Peel	1	77 00	472 14	87 84	636 98	428 83
18 Perth	6	675 00	4,073 24	1,503 29	6,251 53	3,487 50
19 Peterborough	1	24 00	395 88	355 72	775 60	350 00
20 Prescott and Russell	78	4,451 61	42,475 06	25,180 37	72,107 04	33,631 25
21 Renfrew	11	1,554 46	3,510 62	1,728 36	6,793 44	3,769 36
22 Simcoe	3	259 00	2,023 90	14,572 26	16,855 16	1,717 20
23 Stormont, Dundas and Glengarry	12	739 40	5,989 59	2,504 59	9,233 58	5,602 92
24 Victoria	2	274 05	942 22	171 34	1,387 61	1,100 00
25 Waterloo	7	571 00	5,049 63	3,871 58	9,492 21	4,160 00
26 Wellington	6	411 02	2,743 17	874 98	4,029 17	2,433 50
27 Districts	47	7,462 53	15,723 76	26,482 01	49,668 30	14,852 91
Totals	292	26,343 50	143,893 29	99,650 23	269,887 02	124,295 14
Cities						
1 Belleville	1	173 00	2,885 51	926 58	3,985 09	1,300 00
2 Brantford	2	223 00	3,108 83	3,307 96	6,639 79	1,200 00
3 Chatham	1	197 00	4,264 66	2,355 56	6,817 22	1,862 25
4 Fort William	3	507 00	8,736 08	21,622 72	30,865 80	4,769 00
5 Guelph	2	292 00	5,714 88	131 37	6,138 25	2,400 00
6 Hamilton	9	1,168 00	18,647 94	6,635 99	26,451 93	7,640 00
7 Kingston	3	506 00	8,671 21	15,359 83	24,537 04	5,293 57
8 London	7	692 00	14,341 60	898 88	15,932 48	5,400 00
9 Niagara Falls	1	103 00	1,170 82	954 56	2,228 38	1,000 00
10 Ottawa	33	4,449 00	108,235 52	233,767 98	346,452 50	64,626 00
11 Peterborough	3	566 00	9,849 04	1,901 66	12,316 70	6,659 00
12 Port Arthur	1	377 00	8,713 92	3,639 32	12,730 24	3,815 00
13 St. Catharines	3	260 00	4,057 28	261 91	4,579 19	2,321 50
14 St. Thomas	1	170 00	3,599 64	387 40	4,157 04	1,250 00
15 Stratford	1	401 00	4,989 73	201 31	5,592 04	2,235 00
16 Toronto	23	4,388 00	92,642 19	90,660 17	187,690 36	28,321 33
17 Windsor	4	603 00	11,775 65	.....	12,378 65	6,265 00
18 Woodstock	1	102 00	999 17	185 65	1,286 82	865 00
Totals	99	15,177 00	312,403 67	383,198 85	710,779 52	147,222 65

SEPARATE SCHOOLS

STATEMENT, TEACHERS, ETC.

	penditure					Teachers				
	Sites and building school houses	Libraries, maps, apparatus, prizes and school books	All other purposes	Total amount expended	Balances	Number of Teachers	Male	Female	Average salary, male	Average salary, female
	$ c.	$ c.	$ c.	$ c.	$ c.				$	$
1	707 87	148 44	2,144 91	9,259 15	3,339 50	17	3	14	500	362
2	1,775 37	150 75	1,423 43	10,188 29	1,420 92	24	.....	24	.....	302
3	1,769 80	229 87	4,114 21	20,325 25	3,674 94	35	.....	35	.....	410
4	284 65	290 87	1,347 94	6,206 51	704 84	11	.....	11	.....	382
5	30 20	11 79	471 79	3,166 11	1,075 23	7	.....	7	.....	389
6	33 00	157 17	1,095 72	3,778 30	617 87	7	.....	7	.....	378
7	1,434 40	166 18	846 35	6,778 64	1,404 20	11	.....	11	.....	407
8	1,098 91	87 55	781 76	5,327 46	1,784 74	9	2	7	512	400
9	92 67	67 19	160 73	792 38	436 08	1	.....	1	.....	500
10	2 95	18 75	74 98	1,127 68	138 98	3	.....	3	.....	363
11	9 75	0 98	75 27	819 00	22 53	3	.....	3	.....	291
12	7 14	.....	306 92	1,135 62	111 71	2	.....	2	.....	425
13	205 03	40 84	586 61	2,799 98	478 68	5	.....	5	.....	411
14	68 50	5 02	104 33	677 85	464 06	1	.....	1	.....	500
15	196 75	155 95	277 80	2,898 54	155 68	6	.....	6	.....	404
16	631 32	20 00	107 92	1,301 24	244 44	1	.....	1	.....	525
17	172 78	4 50	29 75	635 86	1 12	1	.....	1	.....	400
18	345 40	31 70	1,044 86	4,909 46	1,342 07	8	1	7	560	437
19	207 00	.....	98 45	655 45	120 15	1	.....	1	.....	350
20	13,651 17	1,123 80	5,452 66	53,858 88	18,248 16	103	7	96	469	347
21	665 18	19 50	1,102 55	5,556 59	1,236 85	13	1	12	365	334
22	12,693 20	45 50	535 95	14,991 85	1,863 31	5	.....	5	.....	370
23	842 70	106 75	746 87	7,299 24	1,934 34	16	1	15	325	378
24	22 59	6 00	73 80	1,202 39	185 22	2	.....	2	.....	550
25	459 65	25 94	1,103 16	5,748 75	3,743 46	11	.....	11	.....	379
26	124 85	9 10	539 83	3,107 28	921 89	6	.....	6	.....	404
27	24,705 74	1,041 30	5,179 57	45,779 52	3,888 78	56	2	54	387	335
	62,238 57	3,965 44	29,828 12	220,327 27	49,559 75	365	17	348	461	364
1	.....	.....	1,994 72	3,294 72	690 37	6	.....	6	.....	217
2	1,369 21	180 00	2,492 46	5,241 67	1,398 12	6	.....	6	.....	200
3	722 26	149 40	907 89	3,641 80	3,175 42	7	.....	7	.....	335
4	23,822 92	306 65	1,967 23	30,865 80	.....	10	.....	10	.....	477
5	1,433 75	255 00	1,965 77	6,054 52	83 73	8	.....	8	.....	300
6	4,679 87	1,169 55	6,675 73	20,165 15	6,286 78	37	.....	37	.....	200
7	119 41	55 82	16,244 60	21,713 40	2,823 64	13	1	12	750	312
8	6,321 14	983 72	2,750 00	15,454 86	477 62	21	.....	21	.....	257
9	.....	.....	511 79	1,511 79	716 59	3	.....	3	.....	333
10	248,247 90	3,726 84	26,938 22	343,538 96	2,913 54	161	30	131	517	401
11	1,838 59	.....	3,819 11	12,316 70	.....	19	1	18	900	308
12	5,992 95	192 83	2,005 61	12,006 39	723 85	8	.....	8	.....	531
13	14 60	5 40	2,231 54	4,573 04	6 15	9	.....	9	.....	250
14	1,477 00	253 06	858 26	3,838 32	318 72	5	.....	5	.....	250
15	1,536 70	177 21	1,317 64	5,266 55	325 49	8	.....	8	.....	279
16	119,361 66	1,638 26	38,369 11	187,690 36	.....	118	20	98	375	216
17	4,345 64	260 72	1,507 29	12,378 65	.....	18	.....	18	.....	258
18	211 60	20 00	180 12	1,276 72	10 10	2	.....	2	.....	425
	421,495 20	9,374 46	112,737 09	690,829 40	19,950 12	459	52	407	474	305

ROMAN CATHOLIC

I. TABLE F—FINANCIAL

	Towns	Number of Schools	Receipts				Ex-
			Legislative Grants	Municipal Grants and Assessments	Balances, subscribed and other sources	Total amount received	Teachers' Salaries
			$ c.	$ c.	$ c.	$ c.	$ c.
1	Alexandria	2	216 00	2,749 04	1,485 22	4,450 26	2,032 50
2	Almonte	1	104 00	1,023 36	238 91	1,366 27	1,025 00
3	Amherstburg	2	318 75	2,530 75	2,447 72	5,297 22	1,812 00
4	Arnprior	2	222 75	4,016 07	1,128 30	5,367 12	2,340 00
5	Barrie	1	90 00	2,329 76	644 30	3,064 06	900 00
6	Berlin	1	317 00	6,534 23	897 43	7,748 66	3,880 00
7	Blind River	1	464 00	3,837 45	959 41	5,260 86	1,980 00
8	Bonfield	1	280 00	813 64	512 64	1,606 28	780 00
9	Brockville	1	218 00	3,310 00	268 28	3,796 28	2,400 00
10	Cache Bay	1	349 75	800 00	60 78	1,210 53	820 00
11	Chelmsford	1	137 25	1,475 00	304 30	1,916 55	1,236 00
12	Cobalt	1	244 00	7,097 82	3,373 93	10,715 75	3,466 25
13	Cobourg	1	166 00	1,400 00	6 00	1,572 00	1,200 00
14	Collingwood	1	86 00	1,500 00	12 54	1,598 54	980 00
15	Cornwall	3	434 75	5,275 00	2,951 11	8,660 86	5,203 33
16	Dundas	1	139 00	1,037 81	414 56	1,591 37	600 00
17	Fort Frances	1	148 25	368 95	779 95	1,297 15	600 00
18	Galt	1	54 00	989 54	465 55	1,509 09	450 00
19	Goderich	1	68 00	590 70	244 53	903 23	500 00
20	Haileybury	2	.....	2,700 00	3,471 35	6,171 35	1,520 00
21	Hawkesbury	2	783 00	4,310 55	821 87	5,915 42	2,950 00
22	Ingersoll	1	75 00	925 16	31 49	1,031 65	590 00
23	Keewatin	1	57 50	731 00	115 85	904 35	472 50
24	Kenora	2	97 00	2,000 00	294 50	2,391 50	1,226 50
25	Latchford	1	320 00	445 00	29 65	794 65	467 50
26	Lindsay	2	246 00	3,426 01	9,758 07	13,430 08	2,935 00
27	Massey	1	55 00	980 57	589 89	1,625 46	965 00
28	Mattawa	1	440 12	5,603 98	2,240 79	8,284 89	1,880 00
29	Mount Forest	1	45 00	809 13	337 84	1,191 97	500 00
30	Newmarket	1	54 00	523 42	300 40	877 82	435 00
31	North Bay	2	398 00	6,283 48	958 69	7,640 17	4,732 50
32	Oakville	1	59 00	456 88	8 30	524 18	430 00
33	Orillia	1	128 00	2,171 92	1,687 41	3,987 33	967 50
34	Oshawa	1	43 00	744 11	37 00	824 11	450 00
35	Owen Sound	1	94 00	128 52	2,003 76	2,226 28	1,290 00
36	Paris	1	40 00	528 21	758 43	1,326 64	400 00
37	Parkhill	1	28 50	459 36	26 86	514 72	375 00
38	Pembroke	1	233 50	4,693 98	359 47	5,286 95	3,093 83
39	Perth	1	139 00	1,260 00	284 39	1,683 39	1,215 00
40	Picton	1	49 00	557 92	1,162 65	1,769 57	400 00
41	Prescott	1	109 00	1,680 07	2,702 67	4,491 74	1,475 00
42	Preston	1	68 50	1,561 96	271 64	1,902 10	890 75
43	Rainy River	1	50 00	950 00	1,571 07	2,571 07	605 00
44	Renfrew	2	149 00	2,500 00	1,475 14	4,124 14	1,705 00
45	Rockland	2	181 00	4,508 75	.....	4,689 75	2,820 00
46	St. Mary's	1	42 50	577 65	910 82	1,530 97	750 00
47	Sandwich	1	113 00	2,065 10	746 30	2,924 40	1,266 00
48	Sarnia	2	194 00	2,644 47	1,843 67	4,682 14	1,220 00
49	Sault Ste. Marie	2	211 00	4,340 32	2,488 75	7,040 07	1,970 00
50	Seaforth	1	51 00	726 46	215 80	993 26	719 89

SEPARATE SCHOOLS—Continued

STATEMENT, TEACHERS, ETC.—Continued

	penditure					Teachers				
	Sites and building school houses	Libraries, maps apparatus, prizes and school books	All other purposes	Total amount expended	Balances	Number of Teachers	Male	Female	Average salary, male	Average salary, female
	$ c.	$ c.	$ c.	$ c.	$ c.				$	$
1	918 20	.....	1,081 40	4,032 10	418 16	10	.....	10	.....	200
2	25 30	.....	315 97	1,366 27	.....	3	.....	3	.....	342
3	39 57	.....	3,358 46	5,210 03	87 19	8	.....	8	.....	244
4	561 88	.....	2,412 91	5,314 79	52 33	7	.....	7	.....	334
5	1,325 15	.....	614 85	2,840 00	224 06	4	.....	4	.....	225
6	2,085 84	246 50	690 87	6,903 21	845 45	11	.....	11	.....	353
7	1,102 31	38 27	655 38	3,775 96	1,484 90	6	.....	6	.....	300
8	124 11	14 93	107 42	1,026 46	579 82	2	1	1	550	350
9	.....	117 35	1,273 30	3,790 65	5 63	8	.....	8	.....	300
10	204 00	19 27	161 08	1,204 35	6 18	2	.....	2	.....	400
11	292 78	.....	249 32	1,778 10	138 45	4	.....	4	.....	350
12	5,522 24	150 95	1,567 31	10,706 75	9 00	9	.....	9	.....	467
13	.....	.....	363 62	1,563 62	8 38	4	.....	4	.....	300
14	.....	.....	576 69	1,556 69	41 85	2	.....	2	.....	490
15	50 00	50 00	3,026 56	8,329 89	330 97	17	1	16	800	302
16	48 67	55 30	360 23	1,064 20	527 17	3	.....	3	.....	200
17	511 46	.....	99 12	1,210 58	86 57	1	.....	1	.....	600
18	182 47	.....	581 41	1,213 88	295 21	1	.....	1	.....	450
19	87 04	28 34	253 90	869 28	33 95	2	.....	2	.....	250
20	2,293 93	31 55	1,097 20	4,942 68	1,228 67	4	.....	4	.....	395
21	1,659 77	67 51	736 89	5,414 17	501 25	16	.....	16	.....	218
22	159 82	57 62	218 63	1,026 07	5 58	2	.....	2	.....	287
23	231 07	.....	122 70	826 27	78 08	1	.....	1	.....	500
24	400 75	65 00	631 80	2,324 05	67 45	5	.....	5	.....	330
25	281 45	.....	40 00	788 95	5 70	1	.....	1	.....	400
26	2,276 78	152 55	8,022 53	13,386 86	43 22	7	1	6	800	333
27	199 25	77 47	178 87	1,420 59	204 87	2	.....	2	.....	482
28	3,297 90	21 02	845 98	6,044 90	2,239 99	5	.....	5	.....	380
29	200 00	.....	175 23	875 23	316 74	2	.....	2	.....	250
30	.....	46 70	42 85	524 55	353 27	1	.....	1	.....	450
31	1,422 30	123 29	1,362 08	7,640 17	.....	11	.....	11	.....	418
32	40 09	.....	50 75	520 84	3 34	1	.....	1	.....	400
33	319 79	79 07	422 62	1,788 98	2,198 35	4	.....	4	.....	225
34	200 00	.....	174 00	824 00	0 11	2	.....	2	.....	200
35	656 10	.....	278 59	2,224 69	1 59	3	.....	3	.....	450
36	.....	14 00	124 09	538 09	788 55	2	.....	2	.....	200
37	.....	19 85	71 90	466 75	47 97	1	.....	1	.....	400
38	786 85	38 60	985 99	4,905 27	381 68	9	.....	9	.....	300
39	203 00	.....	225 00	1,643 00	40 39	4	.....	4	.....	300
40	.....	40 27	78 85	519 12	1,250 45	1	.....	1	.....	400
41	163 15	.....	1,055 37	2,693 52	1,798 22	4	.....	4	.....	325
42	.....	29 00	441 58	1,361 33	540 77	2	.....	2	.....	450
43	1,398 78	6 15	57 80	2,067 73	503 34	2	1	1	500	350
44	37 02	50 46	674 38	2,466 86	1,657 28	6	.....	6	.....	358
45	946 97	230 10	692 68	4,689 75	.....	13	.....	13	.....	288
46	16 00	.....	127 55	893 55	637 42	2	.....	2	.....	375
47	724 65	25 68	371 11	2,387 44	536 96	4	.....	4	.....	300
48	500 00	.....	780 19	2,500 19	2,181 95	6	.....	6	.....	233
49	688 99	141 75	956 70	3,757 44	3,282 63	5	.....	5	.....	400
50	29 94	33 26	201 68	984 77	8 49	2	.....	2	.....	200

ROMAN CATHOLIC

I. TABLE F—FINANCIAL

Towns—Concluded	Number of Schools	Receipts: Legislative Grants	Receipts: Municipal Grants and Assessments	Receipts: Balances, subscribed and other sources	Receipts: Total amount received	Ex-: Teachers' Salaries
		$ c.	$ c.	$ c.	$ c.	$ c.
51 Steelton	1	171 00	3,389 00	2,733 55	6,293 55	2,395 00
52 Sturgeon Falls	1	209 00	3,542 18	1,533 66	5,284 84	2,424 32
53 Sudbury	2	191 50	6,179 69	147 69	6,518 88	3,367 17
54 Thorold	1	72 00	2,052 68	23 42	2,148 10	644 37
55 Tilbury	1	148 68	1,595 73	1,282 18	3,026 59	900 00
56 Trenton	1	100 00	1,472 15	682 68	2,254 83	840 50
57 Vanleek Hill	1	85 00	1,277 20	661 79	2,023 99	1,000 00
58 Walkerton	1	93 00	1,081 44	1,317 49	2,491 93	800 00
59 Walkerville	1	62 00	684 94	422 50	1,169 44	850 00
60 Wallaceburg	1	201 03	1,770 59	2,201 29	4,172 91	1,040 00
61 Waterloo	1	102 00	2,135 21	69 49	2,306 70	800 00
62 Whitby	1	34 00	280 36	236 36	550 72	423 20
Totals	77	10,080 33	134,434 27	66,012 08	210,526 68	88,406 61
Totals						
1 Rural Schools	292	26,343 50	143,893 29	99,650 23	269,887 02	124,295 14
2 Cities	99	15,177 00	312,403 67	383,198 85	710,779 52	147,222 65
3 Towns	77	10,080 33	134,434 27	66,012 08	210,526 68	88,406 61
4 Villages	16	1,391 80	13,847 76	5,115 92	20,355 48	11,413 11
5 Grand Totals, 1910	484	52,992 63	604,578 99	553,977 08	1,211,548 70	371,337 51
6 Grand Totals, 1909	467	55,344 44	544,709 77	335,549 50	935,603 71	407,889 85
7 Increases	17	.....	59,869 22	218,427 58	275,944 99	.....
8 Decreases	....	2,351 81	.....	.....	.....	36,552 34
9 Percentages	....	4.37	49.90	45.72	.....	33.62

Cost per pupil, enrolled attendance: Rural Schools, $13.68; Cities, $28.49;

SEPARATE SCHOOLS—Continued

STATEMENT, TEACHERS, ETC.—Concluded

	penditure					Teachers				
	Sites and building school houses	Libraries, maps, apparatus, prizes and school books	All other purposes	Total amount expended	Balances	Number of Teachers	Male	Female	Average salary, male	Average salary, female
	$ c.	$ c.	$ c.	$ c.	$ c.				$	$
51	580 99	255 64	1,050 24	4,281 87	2,011 68	5	1	4	800	399
52	900 50	.....	677 80	4,002 62	1,282 22	8	.....	8	.....	281
53	1,545 42	129 00	1,477 29	6,518 88	.....	10	1	9	800	350
54	.....	.....	574 19	1,218 56	929 54	3	.....	3	.....	220
55	233 29	431 93	173 75	1,738 97	1,287 62	4	.....	4	.....	225
56	347 52	.....	433 50	1,621 52	633 31	4	.....	4	.....	250
57	54 00	28 10	250 00	1,332 10	691 89	5	.....	5	.....	200
58	475 23	.....	1,135 30	2,410 53	81 40	4	.....	4	.....	200
59	.....	8 75	200 86	1,059 61	109 83	2	.....	2	.....	225
60	446 65	82 97	787 64	2,357 26	1,815 65	4	.....	4	.....	260
61	600 97	24 80	839 26	2,265 03	41 67	4	.....	4	.....	200
62	.....	.....	118 07	541 27	9 45	1	.....	1	.....	400
	37,399 94	3,033 00	46,713 29	175,552 84	34,973 84	288	6	282	708	309
1	62,238 57	3,965 44	29,828 12	220,327 27	49,559 75	365	17	348	461	364
2	421,495 20	9,374 46	112,737 09	690,829 40	19,950 12	459	52	407	474	305
3	37,399 94	3,033 00	46,713 29	175,552 84	34,973 84	288	6	282	708	309
4	2,353 13	121 42	3,882 72	17,770 38	2,585 10	37	.....	37	.....	303
5	523,486 84	16,494 52	193,161 22	1,104,479 89	107,068 81	1,149	75	1,074	490	325
6	161,317 29	19,383 15	231,593 71	820,184 00	115,419 71	1,089	87	1,002	513	304
7	362,169 55	.....	.....	284,295 89	.....	60	.....	72	.....	21
8	.....	2,888 83	38,432 39	.....	8,350 90	.....	12	.....	23	.....
9	47.39	1.49	17.48	.....	.....	.....	6.52	93.47	.....	.....

Towns, $11.55; Villages, $10.31; Province, $19.28.

ROMAN CATHOLIC

II. TABLE G—ATTENDANCE, PUPILS IN THE

Rural Schools	Number of Pupils	Boys	Girls	Average daily attendance	Percentage of average to total attendance	Read-			
						First Reader, Part I or Primer	First Reader, Part II or 1st Book	Second Book	Third Book
1 Bruce	707	390	317	512	72	105	93	161	206
2 Carleton	1,183	569	614	611	51	491	203	164	182
3 Essex	2,016	1,065	951	1,154	57	732	307	370	329
4 Frontenac	356	198	158	195	54	60	53	55	52
5 Grey	243	119	124	119	49	61	29	42	49
6 Hastings	200	102	98	102	51	56	19	40	42
7 Huron	380	189	191	238	62	60	46	69	86
8 Kent	393	192	201	203	51	125	63	72	58
9 Lambton	37	16	21	28	75	7	4	2	14
10 Lanark	88	42	46	57	65	16	15	11	26
11 Leeds and Grenville	39	21	18	20	51	7	6	7	5
12 Lennox and Addington	64	28	36	36	56	10	9	8	15
13 Middlesex	130	58	72	73	56	16	14	26	25
14 Norfolk	70	31	39	43	61	18	7	11	18
15 Northumberland and Durham	157	89	68	106	67	29	21	36	25
16 Ontario	50	24	26	36	72	6	8	7	6
17 Peel	33	19	14	15	45	6	5	5	4
18 Perth	312	173	139	200	64	50	45	54	66
19 Peterborough	39	28	11	23	58	6	4	11	10
20 Prescott and Russell	5,200	2,616	2,584	3,186	61	2,094	1,008	1,059	703
21 Renfrew	561	289	272	270	48	218	71	83	74
22 Simcoe	185	94	91	117	63	52	29	34	38
23 Stormont, Dundas and Glengarry	762	371	391	430	56	271	145	133	111
24 Victoria	88	46	42	57	65	18	14	9	31
25 Waterloo	500	275	225	299	60	116	59	102	141
26 Wellington	178	92	86	98	55	33	22	32	32
27 Districts	2,132	1,096	1,036	931	43	966	379	370	309
Totals	16,103	8,232	7,871	9,159	57	5,629	2,678	2,973	2,657
Cities									
1 Belleville	306	136	170	201	65	53	54	58	57
2 Brantford	380	181	199	262	69	147	43	43	87
3 Chatham	281	139	142	229	81	65	58	39	65
4 Fort William	576	304	272	343	59	300	69	82	62
5 Guelph	409	191	218	308	75	100	44	101	79
6 Hamilton	1,682	836	846	1,221	72	530	265	276	318
7 Kingston	809	455	354	491	60	187	137	186	163
8 London	857	455	402	605	70	176	133	170	201
9 Niagara Falls	162	95	67	116	71	43	23	33	31
10 Ottawa	8,713	4,225	4,488	5,770	66	2,918	1,498	1,676	1,372
11 Peterborough	879	480	399	592	67	237	113	126	164
12 Port Arthur	351	183	168	246	70	60	88	84	69
13 St. Catharines	359	183	176	265	73	83	40	53	80
14 St. Thomas	245	126	119	186	75	41	28	38	73
15 Stratford	359	215	144	256	71	107	47	36	76
16 Toronto	6,703	3,576	3,127	4,165	62	1,632	844	1,432	1,385
17 Windsor	1,052	566	486	720	68	301	154	240	189
18 Woodstock	124	58	66	84	67	28	22	16	34
Totals	24,247	12,404	11,843	16,060	66	7,008	3,660	4,689	4,505

SEPARATE SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION, ETC.

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	Fourth Book	Beyond 4th Book	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
1	123	19	695	667	700	608	689	357	306	453
2	136	7	1,921	1,805	289	675	880	543	233	462
3	270	8	1,583	1,166	962	1,303	1,332	684	363	583
4	129	7	306	292	177	267	271	214	190	210
5	59	3	243	163	243	243	243	133	72	88
5	41	2	154	133	44	130	130	85	71	89
7	104	15	373	320	364	331	342	210	150	212
8	65	10	344	178	207	136	226	144	99	107
9	5	5	30	24	37	24	30	24	10	26
10	18	2	74	57	59	60	66	51	16	36
11	13	1	38	22	6	21	30	21	17	18
12	21	1	64	64	64	64	64	22	37	59
13	47	2	128	127	127	117	128	74	58	69
14	16	.....	70	52	70	45	52	34	34	34
15	45	1	155	115	132	137	127	81	75	88
16	18	5	50	44	.....	36	44	33	29	29
17	10	3	33	27	33	33	33	22	17	17
18	92	5	312	271	312	267	296	163	122	163
19	8	.....	39	29	.....	39	33	21	8	13
20	302	34	3,354	3,019	1,588	2,385	3,169	2,079	565	1,974
21	98	17	299	280	170	331	345	236	169	190
22	27	5	181	107	177	104	129	71	52	78
23	89	13	432	327	278	374	445	286	186	265
24	16	.....	88	56	88	88	78	47	47	47
25	81	1	500	335	500	500	500	271	108	222
26	55	4	178	119	178	161	161	103	61	86
27	105	3	1,078	926	257	592	1,181	677	212	655
	1,993	173	12,722	10,725	7,062	9,071	11,024	6,686	3,307	6,273
1	84	.....	306	306	306	306	306	84	84	199
2	60	.....	380	380	380	233	380	147	190	190
3	54	.....	281	216	281	216	281	119	54	119
4	63	.....	576	207	576	207	207	207	63	125
5	85	.....	409	265	409	309	309	265	85	164
6	199	94	1,588	1,682	1,682	1,682	1,682	611	517	783
7	136	.....	809	622	809	622	622	299	136	299
8	177	.....	857	857	857	857	857	378	378	378
9	32	.....	162	162	162	162	162	96	162	162
10	1,083	166	8,481	8,122	7,078	7,051	7,799	3,470	1,873	5,464
11	239	.....	879	560	879	789	859	425	270	351
12	50	.....	351	291	351	321	321	119	119	321
13	103	.....	359	289	359	359	359	183	103	183
14	65	.....	245	245	245	245	245	176	138	176
15	93	.....	359	252	359	252	359	216	216	252
16	1,009	401	6,641	6,650	6,703	4,556	5,495	2,125	4,654	6,249
17	168	.....	1,052	1,052	1,052	1,052	1,052	376	299	393
18	24	.....	124	124	124	124	124	58	24	58
	3,724	661	23,859	22,282	22,612	19,343	21,419	9,354	9,365	15,866

ROMAN CATHOLIC

II. TABLE G—ATTENDANCE, PUPILS IN THE

Rural Schools—Concluded	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration, beyond 4th Book	Algebra, beyond 4th Book	Geometry, beyond 4th Book
1 Bruce	618	690	674	18	19	19	19
2 Carleton	463	752	608	7	7	7	7
3 Essex	1,083	1,226	1,044	7	13	8	7
4 Frontenac	203	312	209	7	7	7	7
5 Grey	243	243	243	3	3	3	.....
6 Hastings	112	194	120	.....	.....	.....	.....
7 Huron	257	368	379	15	15	15	15
8 Kent	126	224	257	8	10	10	9
9 Lambton	26	37	37	5	5	5	5
10 Lanark	44	83	88	2	2	2	2
11 Leeds and Grenville	16	29	21	.....	.....	.....	.....
12 Lennox and Addington	64	64	64	1	1	1	.....
13 Middlesex	82	130	130	2	2	2	2
14 Norfolk	34	70	70	.....	.....	.....	.....
15 Northumberland and Durham	112	147	118	.....	1	1	1
16 Ontario	18	18	50	4	4	4	4
17 Peel	33	33	33	3	3	3	3
18 Perth	249	310	312	5	5	5	5
19 Peterborough	8	29	.....	.....	.....	.....	.....
20 Prescott and Russell	2,137	2,573	2,172	51	34	34	34
21 Renfrew	227	355	239	16	17	17	17
22 Simcoe	70	177	152	.....	3	3	.....
23 Stormont, Dundas and Glengarry	242	413	192	13	13	13	13
24 Victoria	47	88	24	3	.....	.....	.....
25 Waterloo	500	500	500	1	1	1	1
26 Wellington	178	178	178	1	3	3	3
27 Districts	594	687	323	4	3	3	3
Totals	7,786	9,930	8,237	176	171	166	157
Cities							
1 Belleville	306	306	306	.....	.....	.....	.....
2 Brantford	380	380	380	.....	.....	.....	.....
3 Chatham	281	281	281	.....	.....	.....	.....
4 Fort William	207	576	576	.....	.....	.....	.....
5 Guelph	265	409	409	.....	.....	.....	.....
6 Hamilton	1,682	1,682	1,682	94	94	.....	.....
7 Kingston	299	299	.....	.....	.....	.....	.....
8 London	857	857	857	.....	.....	.....	.....
9 Niagara Falls	162	162	162	.....	.....	.....	.....
10 Ottawa	7,650	7,843	7,215	248	166	134	134
11 Peterborough	438	879	331	.....	.....	.....	.....
12 Port Arthur	321	351	351	.....	.....	.....	.....
13 St. Catharines	183	359	359	.....	.....	.....	.....
14 St. Thomas	245	245	245	.....	.....	.....	.....
15 Stratford	252	359	359	.....	.....	.....	.....
16 Toronto	6,703	6,703	5,494	152	401	269	269
17 Windsor	1,052	1,052	1,052	.....	.....	.....	.....
18 Woodstock	58	124	124	.....	.....	.....	.....
Totals	21,341	22,867	20,183	494	661	403	403

SEPARATE SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

	Latin, beyond 4th Book	French, beyond 4th Book	German, beyond 4th Book	Elementary Science	Commercial Subjects, beyond 4th Book	Agriculture	Manual Training	Household Science	Maps, Globes and Prizes: Number of Maps	Maps, Globes and Prizes: Number of Globes	Maps, Globes and Prizes: Number of Schools giving Prizes	Number of Trees planted on Arbor Day
1	13	.....	10	.....	.....	.....	.....	95	101	11	2	20
2	.....	7	.....	7	.....	.....	.....	19	140	15	7	54
3	3	.....	.....	7	7	67	122	.....	260	27	10	35
4	.....	.....	.....	.....	.....	.....	.....	.....	88	11	5	.....
5	.....	.....	.....	.....	.....	.....	.....	.....	73	7	4	5
6	.....	.....	.....	.....	.....	.....	.....	.....	54	6	.....	.....
7	1	1	.....	14	4	.....	.....	.....	99	8	3	.....
8	.....	2	.....	8	5	50	50	.....	80	8	1	11
9	.....	.....	.....	5	5	.....	.....	.....	22	2	.....	.....
10	.....	.....	.....	.....	.....	.....	.....	.....	13	1	.....	5
11	.....	.....	.....	.....	.....	.....	.....	.....	21	3	1	3
12	.....	.....	.....	.....	.....	.....	.....	.....	22	2	1	.....
13	.....	.....	.....	.....	.....	.....	.....	.....	52	6	1	5
14	.....	.....	.....	.....	.....	.....	.....	.....	16	1	.....	12
15	1	1	.....	.....	.....	.....	.....	25	51	5	.....	.....
16	.....	.....	.....	.....	.....	.....	.....	.....	10	1	.....	.....
17	.....	.....	.....	.....	.....	.....	.....	.....	10	1	.....	.....
18	.....	.....	.....	.....	2	.....	.....	.....	82	6	3	8
19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....
20	.....	34	11	34	32	357	96	108	481	73	37	120
21	3	1	.....	14	14	.....	37	.....	101	9	4	11
22	.....	.....	.....	.....	.....	.....	.....	.....	28	3	2	3
23	13	5	.....	13	.....	.....	37	.....	70	11	3	47
24	.....	.....	.....	.....	.....	.....	.....	.....	16	2	1	.....
25	.....	.....	.....	.....	.....	.....	.....	.....	93	8	6	20
26	1	1	.....	.....	.....	.....	.....	.....	47	6	1	17
27	.....	3	.....	.....	.....	.....	.....	.....	175	32	23	2
	35	55	21	102	69	474	342	247	2,205	265	116	378
1	.....	.....	.....	.....	.....	.....	.....	.....	16	3	.....	.....
2	.....	.....	.....	.....	.....	.....	.....	.....	19	2	.....	.....
3	.....	.....	.....	.....	.....	.....	.....	.....	18	2	1	.....
4	.....	.....	.....	.....	.....	.....	.....	.....	18	1	2	.....
5	.....	.....	.....	.....	.....	.....	.....	.....	26	3	2	.....
6	16	59	.....	.....	94	.....	.....	.....	117	22	9	.....
7	.....	.....	.....	.....	.....	.....	.....	.....	21	6	.....	.....
8	.....	.....	.....	.....	.....	.....	.....	.....	77	13	7	.....
9	.....	.....	.....	.....	.....	.....	.....	.....	5	2	.....	.....
10	50	107	.....	75	43	209	1,973	716	418	59	28	20
11	.....	.....	.....	.....	.....	.....	.....	.....	61	6	3	.....
12	.....	.....	.....	.....	.....	.....	.....	.....	15	1	1	.....
13	.....	.....	.....	.....	.....	.....	.....	.....	28	3	.....	.....
14	.....	.....	.....	.....	.....	.....	21	.....	23	2	1	.....
15	.....	.....	.....	.....	.....	.....	55	38	25	2	.....	.....
16	269	401	.....	269	152	.....	.....	.....	250	37	.....	.....
17	.....	.....	.....	.....	.....	.....	.....	.....	19	3	.....	.....
18	.....	.....	.....	.....	.....	.....	.....	.....	16	2	1	.....
	335	567	.....	344	289	209	2,049	754	1,172	169	55	20

ROMAN CATHOLIC

II. TABLE G—ATTENDANCE, PUPILS IN THE

Towns	Number of Pupils	Boys	Girls	Average daily attendance	Percentage of average to total attendance	Read-			
						First Reader, Part I or Primer	First Reader, Part II or 1st Book	Second Book	Third Book
1 Alexandria	582	289	293	349	59	219	84	113	104
2 Almonte	116	63	53	75	64	24	23	17	26
3 Amherstburg	367	159	208	224	61	88	70	70	57
4 Arnprior	469	255	214	307	65	193	63	65	57
5 Barrie	137	79	58	103	75	26	13	40	30
6 Berlin	635	347	288	417	65	137	116	113	154
7 Blind River	270	116	154	213	79	98	56	70	30
8 Bonfield	109	52	57	59	54	76	13	9	4
9 Brockville	329	158	171	256	77	66	37	72	70
10 Cache Bay	148	81	67	76	51	87	27	23	8
11 Chelmsford	196	79	117	115	58	55	30	48	36
12 Cobalt	425	210	215	247	58	274	71	51	23
13 Cobourg	190	95	95	132	69	48	25	25	37
14 Collingwood	107	52	55	74	69	22	14	19	21
15 Cornwall	1,054	527	527	693	65	297	232	191	166
16 Dundas	120	71	49	79	65	32	20	26	21
17 Fort Frances	72	40	32	39	54	20	20	12	8
18 Galt	97	50	47	65	67	20	23	20	20
19 Goderich	79	37	42	62	78	14	11	16	14
20 Haileybury	270	128	142	181	67	128	33	50	23
21 Hawkesbury	1,044	541	503	648	62	295	270	271	128
22 Ingersoll	84	50	34	76	90	22	8	15	26
23 Keewatin	43	26	17	24	56	17	2	6	8
24 Kenora	236	100	136	151	64	108	42	45	28
25 Latchford	40	21	19	17	42	17	3	8	12
26 Lindsay	316	155	161	232	73	70	32	59	71
27 Massey	106	57	49	66	62	52	10	23	13
28 Mattawa	304	148	156	198	65	130	16	46	36
29 Mount Forest	77	37	40	55	71	12	7	18	18
30 Newmarket	58	34	24	43	74	18	4	12	9
31 North Bay	581	297	284	452	78	175	70	170	88
32 Oakville	49	19	30	33	67	9	6	9	14
33 Orillia	210	120	90	148	70	38	24	42	49
34 Oshawa	105	50	55	66	62	22	24	24	19
35 Owen Sound	150	74	76	96	64	14	52	27	29
36 Paris	68	30	38	48	70	17	9	18	16
37 Parkhill	49	27	22	32	65	6	5	5	6
38 Pembroke	497	257	240	327	65	173	89	86	79
39 Perth	249	127	122	197	79	78	23	38	52
40 Picton	39	21	18	28	72	4	2	15	5
41 Prescott	148	67	81	126	85	20	21	29	38
42 Preston	121	66	55	89	73	36	20	17	19
43 Rainy River	71	38	33	40	56	28	14	15	5
44 Renfrew	293	157	136	217	74	99	50	49	45
45 Rockland	793	399	394	532	67	347	174	152	76
46 St. Mary's	55	24	31	44	80	20	3	9	12
47 Sandwich	229	119	110	149	65	65	49	48	45
48 Sarnia	263	114	149	219	83	61	58	54	43
49 Sault Ste. Marie	330	156	174	198	60	125	30	63	58
50 Seaforth	61	32	29	40	65	13	5	7	16
51 Steelton	313	176	137	193	61	90	61	65	43

SEPARATE SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

ing

	Fourth Book	Beyond 4th Book	Art	Geography	Music	Literatu e	Composition	Grammar	English History	Canadian History
1	62	.....	582	582	582	363	363	166	279	363
2	26	.....	116	69	.....	92	69	52	32	52
3	49	33	334	334	334	334	334	106	106	106
4	91	.....	346	213	469	212	276	148	91	148
5	28	.....	137	137	137	137	137	58	58	58
6	115	.....	635	382	635	635	635	269	115	269
7	16	.....	270	270	270	270	270	46	46	270
8	7	.....	45	35	.....	20	45	45	45	45
9	84	.....	329	226	329	263	263	263	226	226
10	3	.....	50	50	.....	3	50	50	3	34
11	22	5	196	196	196	196	196	111	27	196
12	6	.....	425	287	425	425	425	71	272	272
13	55	.....	190	117	190	117	117	92	55	92
14	31	.....	107	85	107	85	85	52	52	85
15	168	.....	1,054	1,054	917	1,054	1,054	334	168	334
16	21	.....	120	56	120	88	120	42	21	42
17	12	.....	72	32	72	72	72	20	12	20
18	14	.....	97	77	97	97	97	34	14	34
19	24	.....	79	79	79	79	79	38	38	38
20	27	9	270	270	270	270	270	109	27	109
21	62	18	1,044	749	.....	749	1,044	479	80	479
22	13	.....	84	84	84	84	84	54	54	54
23	10	.....	.....	14	.....	15	15	14	6	13
24	13	.....	236	211	195	75	91	91	83	203
25	.....	.....	.....	20	.....	.....	20	.....	.....	.....
26	84	.....	293	214	316	293	293	146	84	155
27	8	.....	106	67	106	106	67	67	8	21
28	61	15	304	158	304	304	304	158	76	61
29	22	.....	77	77	77	77	77	58	40	40
30	15	.....	58	58	58	58	58	58	36	36
31	78	.....	581	581	581	581	581	166	78	336
32	11	.....	49	34	49	34	34	34	11	25
33	57	.....	210	148	210	188	188	106	106	106
34	16	.....	105	105	105	105	105	35	16	35
35	28	.....	150	84	150	150	150	84	84	84
36	8	.....	47	51	68	55	55	24	24	24
37	27	.....	49	49	49	49	49	33	33	38
38	70	.....	497	497	497	497	497	149	70	497
39	58	.....	249	171	249	148	171	110	110	171
40	13	.....	39	33	39	33	33	18	18	18
41	40	.....	148	107	148	148	148	78	55	78
42	29	.....	121	85	121	121	121	48	29	48
43	9	.....	.....	9	.....	.....	.....	9	5	9
44	50	.....	293	194	293	194	293	95	144	144
45	44	.....	793	793	793	164	248	392	73	297
46	11	.....	55	35	55	35	55	23	11	23
47	22	.....	167	125	229	125	125	67	67	67
48	47	.....	263	202	263	202	263	144	144	144
49	54	.....	330	175	330	175	195	112	112	175
50	20	.....	61	43	61	48	50	36	20	48
51	53	1	97	162	162	54	162	97	54	97

ROMAN CATHOLIC

II. TABLE G—ATTENDANCE, PUPILS IN THE

Towns—Continued	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration, beyond 4th Book	Algebra, beyond 4th Book	Geometry, beyond 4th Book
1 Alexandria	363	582	582	.....	.....	.....	.....
2 Almonte	52	52	52	.....	.....	.....	.....
3 Amherstburg	334	334	334	33	33	28	27
4 Arnprior	212	276	469	.....	.....	.....	.....
5 Barrie	137	137	137	.....	.....	.....	.....
6 Berlin	635	635	635	.....	.....	.....	.....
7 Blind River	270	270	270	.....	.....	.....	.....
8 Bonfield	109	45	.....	.....	.....	.....	.....
9 Brockville	263	329	329	.....	.....	.....	.....
10 Cache Bay	11	34	.....	.....	.....	.....	.....
11 Chelmsford	196	196	196	5	5	5	5
12 Cobalt	425	71	29	.....	.....	.....	.....
13 Cobourg	92	190	.....	.....	.....	.....	.....
14 Collingwood	71	107	107	.....	.....	.....	.....
15 Cornwall	525	1,054	1,054	.....	.....	.....	.....
16 Dundas	68	120	120	.....	.....	.....	.....
17 Fort Frances	32	20	72	.....	.....	.....	.....
18 Galt	97	97	97	.....	.....	.....	.....
19 Goderich	38	79	79	.....	.....	.....	.....
20 Haileybury	270	270	270	.....	.....	.....	.....
21 Hawkesbury	479	1,044	1,044	18	18	18	18
22 Ingersoll	84	84	84	.....	.....	.....	.....
23 Keewatin	7	6	36	7	7	.....	.....
24 Kenora	236	236	195	.....	.....	.....	.....
25 Latchford	.....	.....	.....	.....	.....	.....	.....
26 Lindsay	100	316	.....	.....	.....	.....	.....
27 Massey	.....	21	106	.....	.....	.....	.....
28 Mattawa	61	304	304	14	15	7	7
29 Mount Forest	40	77	77	.....	.....	.....	.....
30 Newmarket	58	58	58	.....	.....	.....	.....
31 North Bay	581	581	581	.....	.....	.....	.....
32 Oakville	34	49	49	.....	.....	.....	.....
33 Orillia	172	210	210	.....	.....	.....	.....
34 Oshawa	16	105	105	.....	.....	.....	.....
35 Owen Sound	150	150	150	.....	.....	.....	.....
36 Paris	24	55	68	.....	.....	.....	.....
37 Parkhill	38	49	49	.....	.....	.....	.....
38 Pembroke	497	497	497	.....	.....	.....	.....
39 Perth	249	249	249	.....	.....	.....	.....
40 Picton	18	33	.....	.....	.....	.....	.....
41 Prescott	78	148	148	.....	.....	.....	.....
42 Preston	121	121	121	.....	.....	.....	.....
43 Rainy River	29	.....	.....	.....	.....	.....	.....
44 Renfrew	144	293	95	.....	.....	.....	.....
45 Rockland	297	793	793	.....	.....	.....	.....
46 St. Mary's	23	35	55	.....	.....	.....	.....
47 Sandwich	125	229	229	.....	.....	.....	.....
48 Sarnia	144	263	263	.....	.....	.....	.....
49 Sault Ste. Marie	265	265	265	.....	.....	.....	.....
50 Seaforth	61	61	61	.....	.....	.....	.....
51 Steelton	97	97	313	.....	1	1	1

SEPARATE SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

	Latin, beyond 4th Book	French, beyond 4th Book	German, beyond 4th Book	Elementary Science	Commercial Subjects, beyond 4th Book	Agriculture	Manual Training	Household Science	Maps, Globes and Prizes			Number of trees planted on Arbor Day
									Number of Maps	Number of Globes	Number of Schools giving prizes	
1									6	1		50
2									11	1		
3		29		33	8				20	3		
4									15	1	1	
5									31	4		
6							64	51	40	2	1	
7									11	1	1	10
8									11	1	1	4
9									20	1		
10									5	1	1	
11		5		5					12	1	1	
12									6	2		
13									12	2	1	
14									20	2	1	
15									29	1		
16									15	2		
17									10	2	1	
18									6	1		
19									10	1		
20									4			
21		18		18					25	4	1	
22									10	1	1	
23									6	1		
24							195		21	4	2	
25									3		1	
26									26	2		
27									6	1	1	
28	6	13		15	14				36	2		
29									10	1		
30									9	1		
31									18	1	1	
32									4	1		
33									15	2		
34									2	1		
35									13	1		
36									6	1	1	
37									8	2		
38									26	4	1	
39									10	1		
40									9	1		
41									12	1		
42									8	1	1	
43									3	1	1	
44									15	2		
45									29	8	1	10
46									3	1		
47									13	1	1	
48									10	1	2	
49									18	3		
50									10	1		
51		1							12	1		

ROMAN CATHOLIC

II. TABLE G—ATTENDANCE, PUPILS IN THE

Towns—Continued	Number of Pupils	Boys	Girls	Average daily attendance	Percentage of average to total attendance	Read-			
						First Reader, Part I or Primer	First Reader, Part II or 1st Book	Second Book	Third Book
52 Sturgeon Falls	439	215	224	256	58	210	78	59	42
53 Sudbury	495	254	241	268	54	198	82	96	47
54 Thorold	118	60	58	85	72	26	12	14	24
55 Tilbury	206	91	115	131	63	74	23	34	42
56 Trenton	151	70	81	95	63	44	17	21	32
57 Vanleek Hill	244	125	119	124	51	82	27	64	35
58 Walkerton	172	86	86	131	76	16	24	38	43
59 Walkerville	111	56	55	82	73	52	12	21	23
60 Wallaceburg	253	126	127	160	63	88	41	45	36
61 Waterloo	201	94	107	146	72	35	31	46	48
62 Whitby	46	22	24	27	58	17	3	7	10
Totals	15,190	7,626	7,564	10,655	66	4,947	2,514	2,940	2,397
Totals									
1 Rural Schools	16,103	8,232	7,871	9,159	57	5,629	2,678	2,973	2,657
2 Cities	24,247	12,404	11,843	16,060	66	7,008	3,660	4,689	4,505
3 Towns	15,190	7,626	7,564	10,055	66	4,947	2,514	2,940	2,397
4 Villages	1,723	846	877	1,107	64	474	316	298	268
5 Grand Totals, 1910	57,263	29,108	28,155	36,381	63.53	18,058	9,168	10,900	9,827
6 Grand Totals, 1909	55,034	28,100	26,934	34,553	62.78	16,433	9,017	10,503	9,791
7 Increases	2,229	1,008	1,221	1,828	.75	1,625	151	397	36
8 Decreases	.....	.....	.....	.....	.....	.....	.....	.....	.....
9 Percentages	.....	50.83	49.16	63.53	.....	31.53	16.01	19.03	17.16

SEPARATE SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

ing	Fourth Book	Beyond 4th Book	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
52	50	.....	439	151	.....	151	439	134	50	151
53	72	.....	495	495	495	495	495	495	215	215
54	42	.....	118	80	118	118	118	66	42	80
55	20	13	206	206	.....	132	132	33	33	75
56	37	.....	151	151	151	151	151	49	49	49
57	36	.....	244	244	244	71	244	116	71	135
58	51	.....	172	172	172	172	172	84	51	132
59	3	.....	111	111	111	80	85	27	27	27
60	31	12	253	253	253	165	253	79	165	165
61	41	.....	201	201	201	201	201	89	41	89
62	9	.....	.....	26	.....	26	26	19	9	19
	2,286	106	14,350	11,976	12,566	11,441	12,849	6,282	4,171	7,456
1	1,993	173	12,722	10,725	7,062	9,071	11,024	6,686	3,307	6,273
2	3,724	661	23,859	22,282	22,612	19,343	21,419	9,354	9,365	15,866
3	2,286	106	14,350	11,976	12,566	11,441	12,849	6,282	4,171	7,456
4	289	78	1,599	1,428	1,612	1,348	1,525	798	524	893
5	8,292	1,018	52,530	46,411	43,852	41,203	46,817	23,120	17,367	30,488
6	8,124	1,166	47,344	42,542	38,800	39,229	43,581	26,183	14,014	27,463
7	168	.....	5,186	3,869	5,052	1,974	3,236	.....	3,353	3,025
8	.....	148	.....	.....	.....	.....	.....	3,063	.....	.....
9	14.48	1.77	91.73	81.04	76.57	71.95	81.75	40.37	30.30	53.24

ROMAN CATHOLIC

II. TABLE G—ATTENDANCE, PUPILS IN THE

Towns—Concluded	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration, beyond 4th Book	Algebra, beyond 4th Book	Geometry, beyond 4th Book
52 Sturgeon Falls	50	439	439	.....	.....	.....	.....
53 Sudbury	495	495	495	.....	.....	.....	.....
54 Thorold	118	118	118	.....	.....	.....	.....
55 Tilbury	75	206	206	12	12	12	11
56 Trenton	151	151	151	.....	.....	.....	.....
57 Vanleek Hill	244	244	244	.....	.....	.....	.....
58 Walkerton	172	172	172	.....	.....	.....	.....
59 Walkerville	34	111	111	.....	.....	.....	.....
60 Wallaceburg	165	165	253	12	12	12	12
61 Waterloo	201	201	201	.....	.....	.....	.....
62 Whitby	19	.....	.....	.....	.....	.....	.....
Totals	10,152	13,629	13,427	101	103	83	81
Totals							
1 Rural Schools	7,786	9,930	8,237	176	171	166	157
2 Cities	21,341	22,867	20,183	494	661	403	403
3 Towns	10,152	13,629	13,427	101	103	83	81
4 Villages	1,316	1,460	1,322	83	78	78	78
5 Grand Totals, 1910	40,595	47,886	43,169	854	1,013	730	719
6 Grand Totals, 1909	35,699	44,555	34,410	1,525	.....	.....	764
7 Increases	4,896	3,331	8,759	.....	.....	.....	.....
8 Decreases	.....	.....	.....	671	.....	.....	45
9 Percentages	70.89	83.62	75.38	1.49	1.76	1.27	1.25

SEPARATE SCHOOLS—Concluded

VARIOUS BRANCHES OF INSTRUCTION, ETC.—Concluded

	Latin, beyond 4th Book	French, beyond 4th Book	German, beyond 4th Book	Elementary Science	Commercial Subjects, beyond 4th Book	Agriculture	Manual Training	Household Science	Maps, Globes and Prizes			Number of trees planted on Arbor Day
									Number of Maps	Number of Globes	Number of Schools giving prizes	
52	.....	.....	.....	.....	.....	.....	.....	.....	15	1	1	17
53	.....	.....	.....	.....	.....	.....	.....	.....	15	1	.....	.....
54	.....	.....	.....	.....	.....	.....	.....	.....	8	1	.....	.....
55	.....	12	.....	12	12	.....	.....	.....	13	2	1	.....
56	.....	.....	.....	.....	.....	.....	.....	.....	7	1	.....	.....
57	.....	.....	.....	.....	.....	.....	.....	.....	12	1	.....	.....
58	.....	.....	.....	.....	.....	.....	.....	.....	22	3	1	.....
59	.....	.....	.....	.....	.....	.....	.....	.....	10	1	1	.....
60	12	.....	.....	12	12	.....	.....	.....	17	2	1	.....
61	.....	.....	.....	.....	.....	.....	.....	.....	15	2	1	.....
62	.....	.....	.....	.....	.....	.....	.....	.....	2	1	.....	.....
	18	78	.....	95	46	.....	259	51	826	99	31	91
1	35	55	21	102	69	474	342	247	2,205	265	116	378
2	335	567	.....	344	289	209	2,049	754	1,172	169	55	20
3	18	78	.....	95	46	.....	259	51	826	99	31	91
4	54	47	.....	72	9	.....	36	27	113	19	6	75
5	442	747	21	613	413	683	2,686	1,079	4.316	552	208	564
6	425	.....	.....	2,608	1,445	2,090	6,186	1,990	3,881	.....	192	612
7	17	.....	.....	.....	.....	.....	.....	.....	435	.....	16	.....
8	.....	.....	.....	1,995	1,032	1,407	3,500	911	.....	.....	.....	48
9	.77	1.3	.03	1.07	.72	1.19	4.69	1.88	*8.91	*1.14	42.97	.....

* To each school.

COLLEGIATE INSTITUTES

I. TABLE H—FIN-

Collegiate Institutes	Re-		
	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)
	$ c.	$ c.	$ c.
1 Barrie	1,374 25	2,199 30	4,261 75
2 Berlin	2,682 48	5,394 51	8,374 00
3 Brantford	2,535 59	1,500 00	84,500 00
4 Brockville	1,478 88	1,450 00	10,000 00
5 Chatham	1,441 61	2,646 38	11,349 75
6 Clinton	1,092 91	2,559 20	2,500 00
7 Cobourg	1,384 30	2,228 30	4,900 00
8 Collingwood	2,415 77	1,215 77	4,600 00
9 Fort William	2,491 36	.....	9,948 97
10 Galt	3,775 33	5,009 99	7,000 00
11 Goderich	1,347 07	2,731 58	2,700 00
12 Guelph	1,485 17	1,571 94	10,711 73
13 Hamilton	1,473 00	.....	39,974 17
14 Ingersoll	1,280 29	2,932 99	4,448 82
15 Kingston	2,260 57	.....	11,000 00
16 Lindsay	2,713 00	3,488 41	6,828 31
17 London	1,722 35	5,817 15	35,293 42
18 Morrisburg	2,497 73	4,019 47	5,640 00
19 Napanee	1,354 38	3,300 00	4,000 00
20 Niagara Falls	1,417 10	1,676 05	9,000 00
21 Orillia	1,492 92	2,296 88	5,000 00
22 Ottawa	1,417 00	.....	58,248 50
23 Owen Sound	2,446 30	4,543 10	7,863 00
24 Perth	2,196 30	2,661 53	4,510 00
25 Peterborough	1,376 39	.....	20,000 00
26 Picton	2,597 30	9,365 97	6,000 00
27 Port Arthur	2,043 48	.....	58,000 00
28 Renfrew	1,234 67	2,802 35	5,000 00
29 Ridgetown	1,076 36	1,908 80	2,500 00
30 St. Catharines	1,346 00	1,500 00	10,066 94
31 St. Mary's	1,041 33	1,051 52	6,700 00
32 St. Thomas	1,473 93	2,215 45	11,107 00
33 Sarnia	1,469 30	2,391 65	9,211 50
34 Seaforth	1,168 53	2,763 00	3,050 00
35 Stratford	2,660 22	1,540 00	13,000 00
36 Strathroy	1,061 07	1,823 17	2,700 00
37 Toronto, Harbord	1,346 59	.....	28,046 77
38 Toronto, Parkdale	1,481 00	.....	28,010 13
39 Toronto, Jarvis	1,437 30	.....	27,591 47
40 Toronto, Humberside	1,311 47	.....	67,350 76
41 Vankleek Hill	1,232 43	2,711 80	3,020 52
42 Whitby	2,187 77	2,151 97	3,460 00
43 Windsor	1,439 41	1,561 38	15,710 76
44 Woodstock	1,481 58	2,600 57	7,500 00
Totals	76,241 79	95,629 98	680,678 27

AND HIGH SCHOOLS

ANCIAL STATEMENT

	ceipts			Expenditure	
	School fees	Balances and other sources	Total receipts	Teachers' salaries	Buildings, sites and all permanent improvements
	$ c.	$ c.	$ c.	$ c.	$ c.
1	1,981 50	1,800 17	11,616 97	8,530 00	20 25
2	2,306 00	2,220 93	20,977 92	13,940 00	26 75
3	3,294 55	4,496 98	96,327 12	14,964 03	32,784 50
4	.....	1,727 04	14,655 92	10,230 14	.....
5	2,230 28	6,882 57	24,550 59	12,590 00	1,755 08
6	1,033 75	394 21	7,580 07	5,650 00	147 83
7	1,871 75	932 29	11,316 64	7,895 00	326 80
8	845 00	2,475 08	11,551 62	8,660 00	50 00
9	.....	.....	12,440 33	8,493 60	640 33
10	3,192 00	1,652 15	20,629 47	15,290 76	377 93
11	1,452 52	3,478 54	11,709 51	6,815 00	.....
12	803 00	1,117 57	15,689 41	11,670 00	.....
13	7,975 25	70 50	49,492 92	32,210 00	.....
14	805 50	217 64	9,685 24	6,780 00	530 00
15	5,397 00	1,643 78	20,301 35	17,164 25	46 75
16	2,387 50	9,495 09	24,912 31	11,898 80	239 89
17	5,168 00	4,828 29	52,829 21	40,610 00	1,778 49
18	.....	2,712 31	14,869 51	8,140 00	273 47
19	.....	549 65	9,204 03	7,139 20	15 50
20	.....	903 44	12,996 59	9,860 00	60 65
21	1,712 17	1,365 89	11,867 86	8,607 00	146 00
22	12,473 75	548 79	72,688 04	42,356 00	20,246 21
23	2,801 85	3,918 98	21,753 23	16,820 00	124 58
24	401 50	1,553 62	11,322 95	7,357 50	.....
25	2,248 25	1,241 23	24,865 87	17,190 00	160 47
26	.....	2,393 08	20,356 35	8,325 04	2,080 04
27	.....	11,082 63	71,126 11	7,864 00	55,515 95
28	155 00	582 37	9,774 39	6,832 00	127 95
29	857 40	528 01	6,870 57	5,305 00	335 00
30	.....	1,028 42	13,941 36	9,416 64	955 05
31	1,227 75	211 19	10,231 79	6,647 23	834 33
32	2,723 50	975 48	18,495 36	14,124 00	.....
33	.....	1,014 85	14,087 30	9,405 95	340 87
34	1,399 50	2,053 12	10,434 15	6,234 20	732 75
35	2,727 00	7,151 35	27,078 57	13,033 49	600 83
36	1,187 00	220 72	6,991 96	5,650 00	.....
37	5,621 00	54,057 64	89,072 00	28,880 00	29,952 39
38	5,031 00	297 77	34,819 90	25,789 50	.....
39	6,538 00	3,226 26	38,793 03	27,670 00	40 00
40	2,849 00	.....	71,511 23	16,550 00	13,000 00
41	110 00	2,917 78	9,992 53	5,455 00	115 83
42	335 00	151 00	8,285 74	6,371 50	.....
43	750 00	73 48	19,535 03	14,370 00	702 88
44	1,842 00	1,455 76	14,879 91	12,190 00	93 00
	93,734 27	145,647 65	1,091,931 96	580,974 83	165,178 35

COLLEGIATE INSTITUTES

I. TABLE H—FIN-

Collegiate Institutes—Continued	Expenditure—		
	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical education	School books, stationery, prizes, fuel, examinations and other expenses
	$ c.	$ c.	$ c.
1 Barrie	58 12	172 19	1,123 60
2 Berlin	478 04	319 60	4,150 28
3 Brantford	318 97	298 80	5,026 33
4 Brockville	535 33	252 68	2,498 44
5 Chatham	668 04	526 89	2,477 07
6 Clinton	195 29	299 71	858 19
7 Cobourg	253 58	363 08	1,316 94
8 Collingwood	391 40	91 83	2,358 39
9 Fort William	158 06	976 17	2,172 17
10 Galt	66 24	319 42	3,893 59
11 Goderich	165 29	294 45	1,005 06
12 Guelph	330 80	279 77	2,731 79
13 Hamilton	907 35	300 57	4,791 09
14 Ingersoll	721 22	77 28	1,292 85
15 Kingston	621 44	213 02	2,255 89
16 Lindsay	445 49	106 92	2,673 44
17 London	908 04	1,411 03	5,792 40
18 Morrisburg	184 68	174 25	1,180 14
19 Napanee	60 00	22 30	923 76
20 Niagara Falls	219 08	172 32	1,806 93
21 Orillia	97 53	34 73	1,788 73
22 Ottawa	534 79	303 41	7,286 01
23 Owen Sound	201 53	.....	2,845 78
24 Perth	705 05	150 00	1,413 52
25 Peterborough	.....	1,776 03	5,739 37
26 Picton	1,084 28	373 60	2,902 69
27 Port Arthur	21 65	1,485 68	2,998 10
28 Renfrew	36 31	200 25	2,577 88
29 Ridgetown	418 98	163 50	648 09
30 St. Catharines	1,594 78	280 00	1,694 89
31 St. Mary's	223 34	339 95	1,528 28
32 St. Thomas	715 99	305 51	3,069 36
33 Sarnia	.....	440 96	2,010 93
34 Seaforth	248 03	119 94	883 00
35 Stratford	92 08	358 15	6,763 16
36 Strathroy	49 84	61 71	1,096 44
37 Toronto, Harbord	1,380 40	1,170 00	4,632 81
38 Toronto, Parkdale	1,893 29	715 84	5,873 50
39 Toronto, Jarvis	805 94	1,402 67	5,438 16
40 Toronto, Humberside	626 80	205 48	4,128 95
41 Vankleek Hill	18 40	29 16	763 05
42 Whitby	231 19	62 30	1,215 81
43 Windsor	1,022 06	70 22	3,265 34
44 Woodstock	313 54	155 91	2,127 46
Totals	20,002 26	16,877 28	123,019 66

AND HIGH SCHOOLS—Continued

ANCIAL STATEMENT—Continued

Continued

	Total expenditure	Balances	Charges per year for tuition
	$ c.	$ c.	
1	9,904 16	1,712 81	$10.
2	18,914 67	2,063 25	$10.
3	53,392 63	42,934 49	City and Co. $10; others $16.
4	13,516 59	1,139 33	Non-res, $5.
5	18,017 08	6,533 51	H. S. Dist. $6; others $10.
6	7,151 02	429 05	$6; $8; $10.
7	10,155 40	1,161 24	Co. free; Town and others $12.
8	11,551 62	.....	$10; Town 1st and 2nd yrs. free.
9	12,440 33	.....	Free.
10	19,947 94	681 53	Co. $10; others $14.
11	8,279 80	3,429 71	$6; $8; $10.
12	15,012 36	677 05	Res. free; Co. and adj. Cos. $10; others $20.
13	38,209 01	11,283 91	Res. 1st yr. $2.50, thereafter $10; non-res. $25.
14	9,401 35	283 89	$7.50.
15	20,301 35	.....	Res. 1st yr. free; other yrs. $10 to $30; non-res. $25 to $30.
16	15,364 54	9,547 77	Town $7.50 to $10; others $7.50 to $20.
17	50,499 96	2,329 25	City 1st year free; City and Co. $10; others $30.
18	9,952 54	4,916 97	Free.
19	8,160 76	1,043 27	Free.
20	12,118 98	877 61	Free.
21	10,673 99	1,193 87	Res. $5; non-res. and Co. $10.
22	70,726 42	1,961 62	Res. $10 to $25; non-res. $45 and $50.
23	19,991 89	1,581 34	Res. $8 to $12; others $10.
24	9,626 07	1,696 88	Co. $5; non-res. $16.
25	24,865 87	.....	Res. F. I free; F. II $5; F. III $8; F. IV $10; non-res. $25.
26	14,765 65	5,590 70	Free.
27	67,885 38	3,240 73	Free.
28	9,774 39	.....	Free to Town and Co.; others $25.
29	6,870 57	.....	Res. $6; Co. and non-res. $10.
30	13,941 36	.....	Free.
31	9,573 13	658 66	Res. 1st yr. free; other yrs. $5; non-res. $10.
32	18,214 86	280 50	H. S. Dist. 1st yr. free, other yrs. and Co. $10; others $30.
33	12,198 71	1,888 59	Free.
34	8,217 92	2,216 23	$6; $8; $10.
35	20,847 71	6,230 86	Res. 1st term free; all others $10.
36	6,857 99	133 97	Res. 1st yr. free; all others $10.
37	66,015 60	23,056 40	
38	34,272 13	547 77	$6; $9; $15; $21; $27.
39	35,356 77	3,436 26	
40	34,511 23	37,000 00	
41	6,381 44	3,611 09	Province free; others $20.
42	7,880 80	404 94	F. I free; res. $6; Co. $7.50; non-res. $10.
43	19,430 50	104 53	City and Co. free; others $30.
44	14,879 91	.....	1st yr. free; others $7.50.
	906,052 38	185,879 58	12 free; 32 not free.

COLLEGIATE INSTITUTES AND
I. TABLE H—FINANCIAL

Re-

High Schools	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)
	$ c.	$ c.	$ c.
1 Alexandria	788 81	876 99	2,391 10
2 Almonte	830 88	830 88	2,797 66
3 Arnprior	805 63	805 63	4,125 06
4 Arthur	844 44	1,162 08	1,050 00
5 Athens	759 62	3,740 00	2,700 00
6 Aurora	693 65	1,201 15	1,250 00
7 Aylmer	973 80	3,508 47	1,650 00
8 Beamsville	538 38	900 00	800 00
9 Belleville	1,136 92	1,236 62	8,583 90
10 Bowmanville	922 76	1,930 66	2,500 00
11 Bradford	707 32	963 06	600 00
12 Brampton	1,082 10	2,500 00	2,750 00
13 Brighton	416 05	416 05	1,500 00
14 Caledonia	816 72	2,358 40	3,300 00
15 Campbellford	825 50	3,537 50	1,094 33
16 Carleton Place	853 27	853 27	2,750 00
17 Cayuga	669 62	1,634 50	1,150 00
18 Chesley	844 11	1,476 68	1,600 00
19 Colborne	524 06	1,212 22	1,299 10
20 Cornwall	1,271 85	4,620 92	6,746 08
21 Deseronto	753 03	753 03	2,500 00
22 Dundas	878 89	1,288 89	3,125 00
23 Dunnville	872 07	1,945 22	2,588 26
24 Dutton	755 76	1,991 32	500 00
25 Elora	615 32	925 30	1,200 00
26 Essex	1,964 40	3,240 62	2,500 00
27 Fergus	783 80	1,256 15	2,000 00
28 Forest	711 52	2,220 15	1,500 00
29 Gananoque	944 72	1,344 72	2,860 68
30 Georgetown	832 79	1,644 11	1,607 91
31 Glencoe	764 86	1,500 35	800 00
32 Gravenhurst	1,393 08	.....	2,345 00
33 Grimsby	657 48	1,402 55	1,200 00
34 Hagersville	676 19	1,339 37	1,375 00
35 Haileybury	.....	.....	33,200 87
36 Harriston	785 44	785 45	1,510 37
37 Hawkesbury	679 05	1,815 74	1,282 16
38 Iroquois	833 75	2,831 47	2,200 00
39 Kemptville	918 25	3,000 00	1,500 00
40 Kenora	1,551 34	.....	3,000 00
41 Kincardine	1,144 13	1,825 79	2,477 98
42 Leamington	933 45	1,751 00	4,250 00
43 Listowel	886 00	2,134 88	1,500 00
44 Lucan	727 03	1,962 40	2,550 00
45 Madoc	705 33	1,257 11	1,100 00
46 Markham	790 60	1,646 82	900 00
47 Meaford	1,153 65	2,810 83	2,500 00
48 Midland	928 38	928 38	3,422 62
49 Mitchell	753 35	981 28	2,000 00
50 Mount Forest	878 55	1,295 51	1,800 00
51 Newburgh	675 38	2,050 00	820 00
52 Newcastle	551 53	895 73	550 09
53 Newmarket	854 50	1,250 24	2,300 00
54 Niagara	494 97	825 00	700 00
55 Niagara Falls South	727 42	1,367 10	1,200 00
56 North Bay	1,807 46	.....	6,280 47

HIGH SCHOOLS—Continued

STATEMENT—Continued

	Receipts			Expenditure	
	School fees	Balances and other sources	Total receipts	Teachers' salaries	Buildings, sites and all permanent improvements
	$ c.	$ c.	$ c.	$ c.	$ c.
1	.....	4,640 21	8,697 11	3,920 00	864 60
2	529 25	34 25	5,022 92	3,901 91	300 00
3	88 50	965 40	6,790 22	4,523 12	425 38
4	800 50	167 78	4,024 80	2,932 00	32 01
5	363 25	1,002 56	8,565 43	4,538 80	54 79
6	751 00	67 67	3,963 47	3,200 00	.....
7	1,097 00	1,114 14	8,343 41	5,928 00	197 25
8	.....	955 88	3,194 26	1,795 00	.....
9	.....	.....	10,957 44	7,809 90	.....
10	250 90	142 00	5,746 32	4,533 28	39 40
11	792 75	490 05	3,553 18	2,590 00	.....
12	1,396 00	358 45	8,086 55	6,780 00	147 29
13	.....	310 02	2,642 12	1,805 83	.....
14	.....	727 92	7,203 04	4,120 00	63 02
15	362 50	896 02	6,715 85	4,381 24	486 85
16	231 93	146 00	4,834 47	4,108 85	16 10
17	.....	1,243 41	4,697 53	3,045 00	135 00
18	810 00	692 41	5,423 20	4,281 56	86 17
19	.....	1,928 87	4,964 25	1,937 50	75 00
20	.....	6,666 62	19,305 47	9,975 00	410 20
21	.....	87 59	4,093 65	2,750 49	.....
22	713 50	75 12	6,081 40	3,993 63	142 15
23	.....	483 32	5,888 87	4,845 62	41 05
24	1,091 00	1,490 77	5,828 85	4,006 56	.....
25	345 50	285 23	3,371 35	2,672 33	153 70
26	15 00	186 69	7,906 71	5,108 00	.....
27	609 50	1,657 04	6,306 49	3,639 00	.....
28	.....	1,332 82	5,764 49	3,220 00	498 85
29	134 50	45 84	5,330 46	4,241 20	.....
30	980 30	50 07	5,115 18	3,985 00	72 00
31	494 00	134 55	3,693 76	2,780 00	115 33
32	432 93	195 26	4,366 27	2,760 00	650 98
33	.....	285 00	3,545 03	2,927 10	.....
34	.....	1,961 00	5,351 56	2,605 85	7 80
35	.....	218 03	33,418 90	2,895 01	23,949 44
36	598 00	893 41	4,572 67	3,523 56	.....
37	.....	.....	3,776 95	3,000 00	.....
38	.....	1,245 09	7,110 31	4,548 37	.....
39	459 00	344 45	6,221 70	4,666 93	127 10
40	.....	.....	4,551 34	3,649 00	.....
41	929 50	827 06	7,204 46	5,340 00	.....
42	63 50	557 59	7,555 54	5,916 70	118 50
43	1,548 00	319 74	6,388 62	5,139 00	.....
44	949 00	331 72	6,520 15	3,656 70	1,980 58
45	.....	762 25	3,824 69	2,801 09	339 16
46	1,459 25	701 18	5,497 85	4,489 30	9 40
47	915 00	1,905 89	9,285 37	5,886 47	1,059 32
48	646 17	51 37	5,976 92	4,440 00	55 66
49	954 35	242 06	4,931 04	3,590 00	197 85
50	964 00	509 78	5,447 84	3,450 00	316 03
51	37 25	837 03	4,419 66	3,039 25	.....
52	.....	411 95	2,409 30	1,891 63	22 38
53	1,329 75	848 86	6,583 35	4,868 93	43 75
54	.....	295 79	2,315 76	1,543 69	12 00
55	.....	3,755 52	7,050 04	3,099 80	.....
56	.....	1,856 61	9,944 54	5,040 00	1,935 15

COLLEGIATE INSTITUTES AND
I. TABLE H—FINANCIAL

High Schools—Continued	Expenditure— Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical education	School books, stationery, prizes, fuel, examinations and other expenses
	$ c.	$ c.	$ c.
1 Alexandria	460 33	114 10	1,008 92
2 Almonte	.....	4 50	661 15
3 Arnprior	.....	147 71	858 61
4 Arthur	51 63	126 08	841 48
5 Athens	246 90	5 15	1,576 98
6 Aurora	209 00	41 68	453 15
7 Aylmer	73 62	118 50	852 02
8 Beamsville	99 30	20 73	662 93
9 Belleville	1,176 92	16 50	1,954 12
10 Bowmanville	89 35	61 53	932 83
11 Bradford	.....	.....	567 28
12 Brampton	13 04	44 89	1,002 21
13 Brighton	23 83	63 50	465 22
14 Caledonia	96 11	9 00	2,449 45
15 Campbellford	.....	148 18	1,033 16
16 Carleton Place	.....	5 75	703 77
17 Cayuga	222 40	213 59	704 37
18 Chesley	12 07	17 10	1,023 10
19 Colborne	98 99	160 83	612 14
20 Cornwall	429 03	303 61	1,514 11
21 Deseronto	459 69	88 16	795 31
22 Dundas	146 36	85 09	1,280 93
23 Dunnville	22 13	18 40	961 67
24 Dutton	9 80	240 43	534 96
25 Elora	49 80	24 80	307 15
26 Essex	565 54	32 04	945 61
27 Fergus	167 01	14 46	385 23
28 Forest	135 79	58 37	556 54
29 Gananoque	95 75	117 70	875 81
30 Georgetown	123 72	170 43	764 03
31 Glencoe	148 25	55 87	594 31
32 Gravenhurst	87 97	81 84	736 85
33 Grimsby	51 04	.....	566 89
34 Hagersville	14 50	2 50	2,606 38
35 Haileybury	354 08	621 40	1,105 59
36 Harriston	140 00	58 01	848 80
37 Hawkesbury	.....	178 77	598 18
38 Iroquois	.....	64 27	1,114 20
39 Kemptville	211 25	91 98	1,104 85
40 Kenora	.....	.....	902 34
41 Kincardine	43 28	107 32	1,130 48
42 Leamington	135 18	306 29	916 62
43 Listowel	40 04	112 80	1,096 78
44 Lucan	52 45	207 82	622 60
45 Madoc	34 84	.....	482 84
46 Markham	149 68	92 13	757 34
47 Meaford	134 20	182 77	989 36
48 Midland	5 55	39 37	1,108 31
49 Mitchell	136 95	212 49	496 30
50 Mount Forest	.....	.....	1,672 60
51 Newburgh	42 91	63 02	458 49
52 Newcastle	39 62	68 35	387 32
53 Newmarket	66 91	264 40	1,339 36
54 Niagara	21 82	5 13	262 79
55 Niagara Falls South	278 83	.....	1,043 47
56 North Bay	161 88	221 73	1,610 31

HIGH SCHOOLS—Continued

STATEMENT—Continued

Continued

	Total expenditure	Balances	Charges per year for tuition
	$ c.	$ c.	
1	6,367 95	2,329 16	Free.
2	4,867 56	155 36	Res. $3.50; Co. and non-res. $8.50.
3	5,954 82	835 40	Res. and Co. free; others $10.
4	3,983 20	41 60	$10.
5	6,422 62	2,142 81	Res. free; Co. $5; others $10.
6	3,903 83	59 64	$10.
7	7,169 39	1,174 02	Res. F. I $5; others $10.
8	2,577 96	616 30	Free.
9	10,957 44	.....	Free.
10	5,656 39	89 93	Town $3, $6, $7.50; Co. free.
11	3,157 28	395 90	Res. 1st yr. free; others $10.
12	7,987 43	99 12	$10.
13	2,358 38	283 74	Free.
14	6,737 58	465 46	Res. and Co. free; others $4.50.
15	6,049 43	666 42	Dist. 1st yr. free, Upper Sch. $10, others $6; Co. free.
16	4,834 47	.....	Dist. free; Lanark and Carleton Cos. $5; others $10.
17	4,320 36	377 17	Free.
18	5,420 00	3 20	$10.
19	2,884 46	2,079 79	Free.
20	12,631 95	6,673 52	Free.
21	4,093 65	.....	Free.
22	5,648 16	433 24	$10.
23	5,888 87	.....	Free.
24	4,791 75	1,037 10	$10.
25	3,207 78	163 57	Village $5; Co. $10.
26	6,651 19	1,255 52	Res., Co. and adj. Co. free; others $15.
27	4,205 70	2,100 79	Res. free; non-res. $10.
28	4,469 55	1,294 94	Free.
29	5,330 46	.....	Res. free; Co. and others $5.
30	5,115 18	.....	F. I $7; others $10.
31	3,693 76	.....	$10.
32	4,317 64	48 63	F. I $5; all others $10.
33	3,545 03	.....	Free.
34	5,237 03	114 53	Free.
35	28,925 52	4,493 38	Free.
36	4,570 37	2 30	$10.
37	3,776 95	.....	Free.
38	5,726 84	1,383 47	Free.
39	6,202 11	19 59	Dist. free; others $5.
40	4,551 34	.....	Free.
41	6,621 08	583 38	Dist. $8; others $10.
42	7,393 29	162 25	Town and Co. free; others $10.
43	6,388 62	.....	$10.
44	6,520 15	.....	$10; F. I, without languages, free.
45	3,657 93	166 76	Free.
46	5,497 85	.....	$10.
47	8,252 12	1,033 25	Dist. F. I $5, other F's $8; non-res. $10.
48	5,648 89	328 03	Dist. $5; others $10.
49	4,633 59	297 45	Town $6; others $10.
50	5,438 63	9 21	Dist. F. I free; others $10.
51	3,603 67	815 99	Res. and Co. free; others $10.
52	2,409 30	.....	Free.
53	6,583 35	.....	$10.
54	1,845 43	470 33	Free.
55	4,422 10	2,627 94	Free.
56	8,969 07	975 47	Free.

COLLEGIATE INSTITUTES
I. TABLE H—FINANCIAL

Re-

	High Schools—Continued	Legislative Grants	Municipal Grants (county)	Municipal Grants(local)
		$ c.	$ c.	$ c.
57	Norwood	1,929 43	1,032 92	1,259 28
58	Oakville	795 24	1,595 24	2,600 00
59	Omemee	410 42	726 44	1,211 72
60	Orangeville	965 75	1,693 54	10,236 04
61	Oshawa	985 04	1,566 86	3,730 00
62	Paris	873 70	873 70	6,250 00
63	Parkhill	827 97	827 97	1,535 99
64	Pembroke	907 83	907 83	3,919 31
65	Penetanguishene	749 73	749 73	2,000 00
66	Petrolea	2,068 93	2,265 25	2,300 00
67	Plantagenet	602 30	1,595 22	1,700 00
68	Port Dover	534 32	534 32	943 15
69	Port Elgin	631 30	968 01	1,200 00
70	Port Hope	2,320 46	2,919 42	3,152 07
71	Port Perry	859 32	859 32	2,029 67
72	Port Rowan	510 73	838 25	1,011 01
73	Prescott	897 53	715 56	3,298 06
74	Richmond Hill	653 22	1,165 84	800 00
75	Rockland	673 41	1,808 48	1,353 39
76	Sault Ste. Marie	3,891 66	.....	6,950 00
77	Simcoe	2,236 46	2,817 98	3,071 52
78	Smith's Falls	912 60	1,412 87	4,375 75
79	Smithville	539 00	989 00	900 00
80	Stirling	1,888 32	1,533 68	1,331 15
81	Streetsville	653 44	1,543 28	450 00
82	Sudbury	6,483 86	.....	6,500 00
83	Sydenham	808 98	2,700 00	.....
84	Thorold	651 14	860 17	1,800 00
85	Tillsonburg	881 37	1,302 24	2,861 15
86	Toronto, Malvern	981 15	.....	9,891 37
87	Toronto, Oakwood	1,206 68	.....	18,962 53
88	Toronto, Riverdale	1,257 81	.....	17,807 97
89	Toronto, Technical	1,670 00	.....	44,447 00
90	Trenton	851 03	1,082 49	3,250 00
91	Uxbridge	829 01	1,231 10	1,900 00
92	Vienna	513 22	970 30	550 00
93	Walkerton	870 98	870 98	2,400 00
94	Wardsville	501 50	654 86	475 00
95	Waterdown	551 34	978 95	750 00
96	Waterford	733 15	1,475 46	1,000 00
97	Watford	760 00	2,302 00	800 00
98	Welland	896 57	3,817 47	2,921 38
99	Weston	749 44	1,145 88	2,200 00
100	Wiarton	746 28	1,389 00	1,450 00
101	Williamstown	827 45	866 04	3,119 26
102	Wingham	913 65	2,338 96	1,597 75
1	Totals, High Schools	99,691 68	143,958 20	346,075 16
2	Totals, Collegiate Institutes	76,241 79	95,629 98	680,678 27
3	Grand Totals, 1910	175,933 47	239,588 18	1,026,753 43
4	Grand Totals, 1909	170,102 45	213,505 56	1,011,298 73
5	Increases	5,831 02	26,082 62	15,454 70
6	Decreases	.....	.....	.....
7	Percentages	8.01	10.91	46.77

AND HIGH SCHOOLS—Continued
STATEMENT—Continued

	ceipts			Expenditure	
	School fees	Balances and other sources	Total receipts	Teachers' salaries	Buildings, sites and all permanent improvements
	$ c.	$ c.	$ c.	$ c.	$ c.
57	541 00	615 17	5,377 80	4,139 19	.....
58	458 00	60 50	5,508 98	3,410 00	646 20
59	172 00	.....	2,520 58	1,819 31	.....
60	1,281 50	343 89	14,520 72	5,230 00	4,669 11
61	654 00	867 28	7,803 18	5,791 61	.....
62	261 76	.....	8,259 16	4,310 00	2,352 39
63	906 50	468 58	4,567 01	3,865 00	.....
64	.....	708 41	6,443 38	4,795 00	.....
65	.....	653 38	4,152 84	2,950 00	156 78
66	.....	2,083 81	8,717 99	4,835 67	14 31
67	.....	755 89	4,653 41	2,710 00	200 00
68	.....	15 00	2,026 79	1,800 00	.....
69	438 00	440 00	3,677 31	2,640 00	.....
70	703 50	93 81	9,189 26	7,149 21	.....
71	340 63	1,015 04	5,103 98	3,899 99	409 55
72	.....	.....	2,359 99	1,989 50	.....
73	98 50	236 84	5,246 49	3,933 50	39 23
74	488 00	527 41	3,634 47	2,436 50	.....
75	.....	10 00	3,845 28	2,252 50	382 43
76	1,838 00	1,889 90	14,569 56	8,260 15	172 88
77	14 00	68 50	8,208 46	7,140 00	.....
78	303 50	88 00	7,092 72	4,723 00	585 17
79	.....	1,766 95	4,194 95	1,872 00	.....
80	.....	706 48	5,459 63	3,930 00	157 38
81	509 00	1,469 13	4,624 85	2,690 00	.....
82	94 00	5,992 86	19,070 72	5,756 00	10,857 60
83	598 25	659 54	4,766 77	3,763 73	131 64
84	.....	641 44	3,952 75	2,529 50	334 48
85	824 00	127 00	5,995 76	4,089 94	.....
86	1,128 00	.....	12,000 52	5,625 00	1,562 00
87	2,793 50	134,975 00	157,937 71	18,200 00	54,536 82
88	2,490 00	29,903 61	51,459 39	13,760 00	17,527 35
89	6,991 65	216,247 00	269,355 65	43,965 87	410 17
90	.....	766 04	5,949 56	4,008 22	240 55
91	636 25	119 10	4,715 46	3,724 13	.....
92	.....	487 18	2,520 70	1,651 50	10 00
93	668 15	714 96	5,525 07	4,378 65	.....
94	298 00	299 80	2,229 16	1,594 34	237 46
95	236 50	385 99	2,902 78	2,200 00	192 00
96	.....	493 24	3,701 85	2,630 73	.....
97	402 50	1,720 94	5,985 44	3,310 00	.....
98	49 00	3,685 75	11,370 17	4,850 34	38 20
99	837 00	144 20	5,076 52	3,776 55	162 45
100	250 60	367 43	4,203 31	3,172 58	44 33
101	.....	262 28	5,075 03	3,742 30	54 67
102	1,072 20	1,532 50	7,455 06	5,192 00	.....
1	51,520 07	462,145 17	1,103,390 28	462,610 71	131,306 39
2	93,734 27	145,647 65	1,091,931 96	580,974 83	165,178 35
3	145,254 34	607,792 82	2,195,322 24	1,043,585 54	296,484 74
4	145,275 99	633,350 46	2,173,533 19	941,656 67	407,283 56
5	.....	.....	21,789 05	101,928 87	.....
6	21 65	25,557 64	.....	.....	110,798 82
7	6.61	27.68	.....	63.78	18.12

Cost per pupil, enrolled attendance, $50.17; average attendance, $80.24.

COLLEGIATE INSTITUTES
I. TABLE H—FINANCIAL

	High Schools—Continued	Expenditure— Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, drawing models, and equipment for physical education	School books, stationery, prizes, fuel, examinations, and other expenses
		$ c.	$ c.	$ c.
57	Norwood	.....	189 55	596 04
58	Oakville	265 82	100 21	1,086 75
59	Omemee	.....	29 18	450 83
60	Orangeville	.....	69 13	939 16
61	Oshawa	388 26	307 24	1,316 07
62	Paris	23 60	93 14	1,036 45
63	Parkhill	55 06	20 35	604 00
64	Pembroke	339 10	235 73	805 24
65	Penetanguishene	.....	60 62	556 58
66	Petrolea	70 69	4 53	1,035 20
67	Plantagenet	.....	166 55	286 65
68	Port Dover	.....	32 74	194 05
69	Port Elgin	.....	53 11	984 20
70	Port Hope	782 18	127 99	1,129 88
71	Port Perry	50 00	65 00	658 64
72	Port Rowan	34 70	55 11	280 68
73	Prescott	84 77	98 33	970 05
74	Richmond Hill	22 35	214 59	794 36
75	Rockland	9 45	153 41	421 80
76	Sault Ste. Marie	104 07	2,055 18	2,708 36
77	Simcoe	90 88	127 50	850 08
78	Smith's Falls	76 10	69 50	1,638 95
79	Smithville	145 15	.....	399 71
80	Stirling	.....	.....	409 08
81	Streetsville	74 32	79 34	311 55
82	Sudbury	.....	912 14	1,544 98
83	Sydenham	.....	83 30	788 10
84	Thorold	15 56	203 31	445 71
85	Tillsonburg	10 11	81 08	1,702 33
86	Toronto, Malvern	878 03	651 19	2,846 30
87	Toronto, Oakwood	123 80	1,774 90	2,864 01
88	Toronto, Riverdale	1,068 05	1,455 38	4,522 35
89	Toronto, Technical	742 16	2,060 26	9,925 33
90	Trenton	103 98	155 75	721 83
91	Uxbridge	111 15	5 80	817 21
92	Vienna	.....	10 38	93 00
93	Walkerton	14 55	23 72	602 45
94	Wardsville	2 25	26 21	367 68
95	Waterdown	.....	3 00	222 54
96	Waterford	6 50	61 61	508 08
97	Watford	20 27	126 42	651 53
98	Welland	458 46	.....	873 09
99	Weston	.....	95 46	563 63
100	Wiarton	31 55	41 76	630 74
101	Williamstown	.....	59 20	602 49
102	Wingham	83 75	194 15	941 25
1	Totals, High Schools	13,716 01	17,944 12	104,536 59
2	Totals, Collegiate Institutes	20,002 26	16,877 28	123,019 66
3	Grand Totals, 1910	33,718 27	34,821 40	227,556 25
4	Grand Totals, 1909	28,384 32	35,589 78	208,723 17
5	Increases	5,333 95	.....	18,833 08
6	Decrease	.....	768 38	.....
7	Percentages	2.06	2.12	13.90

AND HIGH SCHOOLS—Continued
STATEMENT—Concluded

Continued

	Total expenditure	Balances	Charges per year for tuition
	$ c.	$ c.	
57	4,924 78	453 02	$6.
58	5,508 98	.....	$5 to $8.
59	2,299 32	221 26	Dist. free; others $10.
60	10,907 40	3,613 32	$10.
61	7,803 18	.....	F. I free; others $7.50.
62	7,815 58	443 58	Brant, Oxford and Waterloo Cos. free; others $20.
63	4,544 41	22 60	$6; $8; $10.
64	6,175 07	268 31	Free.
65	3,723 98	428 86	Free
66	5,960 40	2,757 59	Free.
67	3,363 20	1,290 21	Free.
68	2,026 79	.....	Free.
69	3,677 31	.....	Village $6.50; others $10.
70	9,189 26	.....	$9; Co. free.
71	5,083 18	20 80	$7.50.
72	2,359 99	.....	Free.
73	5,125 88	120 61	Res. free, non-res. $5.
74	3,467 80	166 67	$10.
75	3,219 59	625 69	Province free; others $20.
76	13,300 64	1,268 92	$10.
77	8,208 46	.....	Dist. and Co. free; others $10.
78	7,092 72	.....	Res. free; non-res. $10.
79	2,416 86	1,778 09	Free, except Chemistry Class $1.
80	4,496 46	963 17	Free.
81	3,155 21	1,469 64	$10.
82	19,070 72	.....	Res. free; non-res. $10.
83	4,766 77	.....	L. and M. Schs. $5; Upper Sch. $12.
84	3,528 56	424 19	Free.
85	5,883 46	112 30	L. and M. Sch. $7.50; Upper Sch. $10.
86	11,562 52	438 00	
87	77,499 53	80,438 18	$6; $9; $15; $21; $27.
88	38,333 13	13,126 26	
89	57,103 79	212,251 86	[subject per term. 1st yr. free; 2nd $9; 3rd $15; 4th $21; specials $2 per
90	5,230 33	719 23	Free.
91	4,658 29	57 17	Town $5; others $7.50.
92	1,764 88	755 82	Free.
93	5,019 37	505 70	$10.
94	2,227 94	1 22	$7.50.
95	2,617 54	285 24	$10.
96	3,206 92	494 93	Free.
97	4,108 22	1,877 22	$10.
98	6,220 09	5,150 08	Free.
99	4,598 09	478 43	$10.
100	3,920 96	282 35	$6.
101	4,458 66	616 37	Free.
102	6,411 15	1,043 91	$6; $8; $10.
1	730,113 82	373,276 46	52 free; 50 not free.
2	906,052 38	185,879 58	12 free; 32 not free.
3	1,636,166 20	559,156 04	64 free; 82 not free.
4	1,621,637 50	551,895 69	63 free; 82 not free.
5	14,528 70	7,260 35	1 free.
6	.....	.....	.....
7	.....	.....	43.83 free; 56.16 not free.

COLLEGIATE INSTITUTES

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

Collegiate Institutes	Pupils			Average Attendance	Number of Pupils in—			Number of Pupils from—		
	Boys	Girls	Totals		Lower School	Middle School	Upper School	Municipalities composing the High School District	Municipalities within the County or Territorial District	Other Counties or Districts
1 Barrie	147	142	289	170	180	81	28	168	119	2
2 Berlin	175	149	324	212	209	82	33	202	119	3
3 Brantford	283	262	545	321	354	143	48	394	124	27
4 Brockville	156	214	370	219	249	86	35	252	115	3
5 Chatham	226	247	473	287	257	166	50	298	169	6
6 Clinton	89	108	197	131	122	46	29	83	110	4
7 Cobourg	124	146	270	155	193	60	17	183	86	1
8 Collingwood	103	114	217	150	143	56	18	133	56	28
9 Fort William	67	101	168	103	133	27	8	165	3	.....
10 Galt	211	198	409	251	281	110	18	210	168	31
11 Goderich	85	151	236	144	142	61	33	119	116	1
12 Guelph	212	235	447	253	279	119	49	314	102	31
13 Hamilton	544	508	1,052	675	491	410	151	902	117	33
14 Ingersoll	88	102	190	117	115	64	11	83	74	33
15 Kingston	274	277	551	365	274	236	41	454	87	10
16 Lindsay	182	192	374	242	217	103	54	182	126	66
17 London	539	580	1,119	711	748	298	73	872	240	7
18 Morrisburg	74	84	158	105	83	60	15	64	91	3
19 Napanee	105	153	260	171	137	99	24	132	119	9
20 Niagara Falls	123	167	290	177	206	53	31	225	43	22
21 Orillia	145	204	349	209	245	76	28	116	174	59
22 Ottawa	609	482	1,091	728	660	374	57	978	59	54
23 Owen Sound	236	274	510	317	294	166	50	298	172	40
24 Perth	102	115	217	149	122	78	17	117	98	2
25 Peterborough	224	275	499	332	335	118	46	435	55	9
26 Picton	117	124	241	159	146	70	25	112	126	3
27 Port Arthur	80	69	149	97	116	24	9	148	.....	1
28 Renfrew	135	168	303	193	202	79	22	155	131	17
29 Ridgetown	96	106	202	128	124	52	26	80	121	1
30 St. Catharines	154	204	358	222	271	54	33	202	144	12
31 St. Mary's	120	147	267	170	149	97	21	137	67	63
32 St. Thomas	166	331	497	335	354	117	26	381	116	.....
33 Sarnia	150	198	348	225	237	91	20	274	73	1
34 Seaforth	95	117	212	148	108	74	30	79	113	20
35 Stratford	247	210	457	280	306	95	56	336	89	32
36 Strathroy	95	117	212	129	136	57	19	120	91	1
37 Toronto, Harbord	319	358	677	444	354	218	105	677	.....	.....
38 Toronto, Parkdale	356	365	721	415	381	283	57	657	40	24
39 Toronto, Jarvis	342	333	675	427	342	254	79	661	9	5
40 Toronto, Humberside	180	215	395	241	262	107	26	348	24	23
41 Vankleek Hill	77	118	195	138	107	77	11	74	92	29
42 Whitby	60	88	148	91	77	53	18	92	56	.....
43 Windsor	180	192	372	232	290	69	13	278	92	2
44 Woodstock	247	210	457	282	345	74	38	244	180	33
Totals	8,339	9,152	17,491	11,050	10,776	5,117	1,598	12,434	4,306	751

AND HIGH SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS, ETC.

	Occupation of Parents						Number of Pupils in the Various Subjects								
	Commercial	Agricultural	Professions	Mechanical occupations	Labouring	Other Callings	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediæval History	Modern History	Geography
1	75	113	32	63	4	2	266	282	283	270	189	86	21	10	233
2	164	32	48	15	25	40	242	323	323	291	186	89	14	8	244
3	157	136	43	156	43	10	403	516	516	353	470	139	21	9	327
4	70	54	86	80	45	35	320	370	370	327	315	149	17	6	295
5	116	134	57	66	70	30	306	473	473	423	423	166	50	50	257
6	51	100	9	28	9	.....	154	192	192	137	141	52	21	16	173
7	70	60	27	69	25	19	229	270	270	134	160	24	6	5	193
8	39	73	15	38	43	9	199	212	212	176	199	56	11	13	143
9	35	4	18	67	25	19	143	168	165	133	160	29	21	20	133
10	60	55	21	198	45	30	283	407	407	391	391	110	16	7	281
11	42	99	22	45	18	10	203	226	226	203	223	83	24	21	165
12	144	128	47	93	22	13	279	434	434	398	346	119	36	41	279
13	376	143	122	225	113	73	569	1,020	1,020	894	894	361	102	75	491
14	40	89	13	36	4	8	163	185	185	180	180	37	7	6	135
15	153	84	92	161	47	14	454	547	547	377	352	198	23	23	362
16	75	172	31	50	24	22	254	368	368	217	357	195	48	26	217
17	387	201	110	379	19	23	886	1,111	1,111	1,076	1,076	305	35	30	886
18	28	68	15	25	15	7	138	152	152	118	111	64	11	6	99
19	54	124	30	23	15	14	178	258	258	188	188	51	17	11	178
20	90	47	25	71	57	.....	134	283	283	259	259	53	24	9	206
21	98	92	41	80	27	11	278	340	340	302	271	86	12	15	278
22	343	62	146	172	71	297	600	1,078	1,065	551	579	141	27	28	633
23	179	140	43	95	32	21	446	490	490	460	460	166	38	36	294
24	25	90	10	36	36	20	151	216	216	200	200	49	13	9	122
25	114	48	56	98	115	68	395	481	481	455	248	138	17	13	395
26	73	92	23	25	13	15	168	240	240	166	160	82	13	13	168
27	52	4	24	60	4	5	145	148	148	145	145	23	8	6	115
28	48	120	19	62	38	16	261	303	300	281	164	72	14	14	202
29	38	72	10	32	26	24	154	202	202	186	186	56	18	14	154
30	118	56	19	120	38	7	229	348	346	325	325	54	17	15	271
31	55	127	14	35	36	.....	205	260	262	245	245	103	16	12	182
32	97	119	29	199	53	.....	412	497	497	212	359	117	17	19	354
33	126	65	25	92	39	1	297	344	344	332	332	92	9	8	266
34	40	112	14	24	7	15	128	204	204	84	99	74	24	20	101
35	142	98	45	118	2	52	265	420	426	354	440	125	42	36	250
36	50	92	18	32	9	11	160	208	208	102	127	82	12	8	160
37	225	10	115	175	.....	152	677	677	677	398	297	286	96	42	416
38	337	23	114	179	56	12	580	710	710	360	520	165	40	30	475
39	236	26	130	162	56	65	458	656	656	302	355	198	42	42	458
40	126	29	44	109	36	51	325	387	387	254	224	77	12	9	283
41	15	105	25	45	5	.....	155	191	191	188	191	89	3	3	155
42	28	45	14	13	22	26	104	145	145	97	97	57	10	4	72
43	110	34	30	132	49	17	267	360	361	267	266	103	7	2	164
44	131	149	38	90	41	8	375	457	457	419	438	112	28	17	345
	5,032	3,726	1,909	4,073	1,479	1,272	13,038	17,159	17,142	13,230	13,348	4,913	1,060	807	11,610

COLLEGIATE INSTITUTES

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

Number of Pupils in the Various Subjects—Continued

Collegiate Institutes	Reading	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	German	Latin	Greek	Zoology
1 Barrie	208	233	273	191	19	217	34	239	4	218
2 Berlin	242	261	317	164	21	76	166	240	4	134
3 Brantford	358	438	448	443	27	377	111	362	13	121
4 Brockville	249	335	357	250	35	282	38	335	6	123
5 Chatham	473	306	379	379	48	243	52	310	30	194
6 Clinton	141	141	183	183	20	97	16	165	5	139
7 Cobourg	193	229	232	121	14	70	12	165	3	136
8 Collingwood	122	193	191	191	13	130	31	176	8	130
9 Fort William	133	143	96	118	8	98	23	107	4	87
10 Galt	281	283	371	326	16	261	90	233	4	172
11 Goderich	165	180	155	169	20	106	32	114	4	115
12 Guelph	279	311	378	378	43	316	83	347	21	233
13 Hamilton	491	569	1,000	999	105	896	319	997	43	596
14 Ingersoll	135	159	167	112	7	79	5	110	1	86
15 Kingston	345	456	490	400	29	386	131	376	27	206
16 Lindsay	217	217	305	305	45	263	38	278	18	170
17 London	886	886	919	616	53	502	65	750	14	702
18 Morrisburg	99	138	147	147	12	128	15	134	4	84
19 Napanee	178	178	228	143	19	188	68	170	5	121
20 Niagara Falls	206	227	280	176	24	183	29	174	4	198
21 Orillia	282	302	309	288	12	260	20	284	5	140
22 Ottawa	793	945	946	644	89	963	171	729	22	512
23 Owen Sound	294	446	442	442	40	290	37	292	10	255
24 Perth	122	151	214	170	15	105	16	159	5	127
25 Peterborough	395	396	398	397	34	345	70	352	15	132
26 Picton	168	169	185	130	17	184	39	179	1	96
27 Port Arthur	115	145	137	64	7	108	12	105	7	76
28 Renfrew	202	223	292	254	14	169	29	234	7	204
29 Ridgetown	154	154	178	178	21	56	14	164	2	18
30 St. Catharines	271	325	278	205	18	194	44	149	13	132
31 St. Mary's	262	251	263	210	14	174	30	234	13	196
32 St. Thomas	354	412	395	267	19	410	89	412	6	364
33 Sarnia	266	297	249	249	13	196	25	224	7	97
34 Seaforth	102	128	199	149	26	168	24	186	17	98
35 Stratford	327	350	306	306	40	235	115	310	12	155
36 Strathroy	114	160	194	111	15	140	25	180	5	120
37 Toronto, Harbord	395	565	665	668	92	655	383	620	76	389
38 Toronto, Parkdale	475	560	718	714	46	609	196	562	41	361
39 Toronto, Jarvis	458	456	662	662	58	660	272	615	55	278
40 Toronto, Humberside	252	330	391	239	19	184	70	280	16	172
41 Vankleek Hill	155	155	171	171	3	110	1	124	1	141
42 Whitby	72	75	146	146	17	26	14	90	2	75
43 Windsor	279	296	278	171	11	186	15	197	5	201
44 Woodstock	345	375	355	355	26	253	66	335	10	155
Totals	12,053	13,549	15,287	13,001	1,244	11,578	3,135	12,798	575	8,459

AND HIGH SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils in the Various Subjects—Continued										Special Courses				
	Botany	Chemistry	Physics	Mineralogy	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Education	Commercial	Agriculture	Manual Training	Household Science	Art
1	218	130	271	7	124	141	25	26	187	289	.....	.....	.....	.....	.....
2	134	109	243	5	196	96	70	60	202	322	69	....	114	108	....
3	121	220	300	8	234	143	78	37	214	508	78	....	162	185	12
4	123	145	208	1	206	130	32	35	184	370	30	....	.....	.....	....
5	194	273	379	16	172	172	94	94	163	473	94	....	.....	.....	....
6	139	161	156	15	112	118	24	24	123	197	12	....	.....	.....	....
7	136	68	194	6	110	115	71	71	96	268	71	....	.....	.....	....
8	130	134	176	5	120	120	35	28	122	216	.....	....	39	.....	....
9	87	115	116	....	133	96	47	47	86	133	47	....	.....	.....	....
10	172	105	230	6	261	202	82	82	194	403	104	19	165	152	....
11	115	116	177	11	115	128	73	49	71	236	.....	....	.....	.....	....
12	233	243	362	15	107	186	79	79	279	447	79	....	.....	.....	....
13	594	681	950	13	272	272	.....	.....	491	899	.....	....	271	220	....
14	93	69	153	5	97	77	14	14	87	190	.....	....	55	79	....
15	206	181	401	1	248	108	51	51	75	503	51	....	17	.....	....
16	170	147	200	16	150	113	52	52	164	370	.....	....	.....	.....	....
17	702	603	896	30	662	662	190	75	686	950	190	....	.....	374	....
18	84	66	131	4	65	65	15	12	97	153	13	4	.....	.....	....
19	121	195	207	5	97	97	16	19	137	259	.....	....	.....	.....	....
20	198	132	223	1	217	187	116	70	144	290	107	....	.....	.....	....
21	140	158	253	9	162	141	58	70	121	338	42	....	.....	.....	9
22	511	166	835	13	594	215	123	140	672	1,077	113	....	.....	.....	118
23	255	156	392	17	294	294	72	50	294	504	.....	....	101	138	....
24	127	212	212	1	99	101	14	16	122	217	14	5	.....	.....	....
25	132	255	261	6	371	166	85	42	133	490	85	....	100	110	....
26	96	147	147	....	101	128	46	46	109	241	46	3	.....	.....	....
27	76	41	101	1	127	109	50	50	115	127	50	....	.....	.....	....
28	204	286	286	6	155	132	36	35	176	303	35	....	.....	.....	....
29	18	56	68	6	118	118	46	26	116	202	46	....	.....	.....	....
30	132	187	198	4	208	75	121	76	252	358	125	....	.....	.....	....
31	196	198	262	5	78	90	19	12	153	264	.....	....	.....	.....	....
32	364	127	391	5	269	269	117	74	354	497	117	....	97	.....	....
33	97	90	226	6	204	186	95	56	91	342	95	....	.....	.....	....
34	98	147	152	24	104	79	28	32	61	200	28	....	.....	.....	....
35	155	250	250	14	327	236	81	65	200	453	.....	....	120	105	....
36	120	65	185	5	114	95	14	11	114	210	6	....	.....	.....	....
37	389	339	575	14	308	328	.....	.....	330	677	.....	....	.....	.....	....
38	361	198	581	19	331	323	.....	.....	361	681	.....	....	.....	.....	....
39	278	210	385	26	362	295	.....	.....	328	643	.....	....	.....	.....	....
40	172	92	172	8	214	133	57	38	189	206	57	....	.....	.....	....
41	141	86	141	1	100	109	18	18	120	194	5	....	.....	.....	26
42	75	97	147	3	72	87	25	16	73	148	.....	....	.....	.....	....
43	201	75	265	5	231	169	93	52	250	372	93	....	.....	.....	....
44	155	117	297	17	213	213	78	78	115	448	78	....	191	157	....
	8,463	7,648	12,755	385	8,854	7,319	2,440	1,928	8,651	16,668	1,980	31	1,432	1,628	165

COLLEGIATE INSTITUTES

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS AND

High Schools	Pupils				Number of Pupils in—			Number of Pupils from—		
	Boys	Girls	Totals	Average attendance	Lower School	Middle School	Upper School	Municipalities composing the High School Dist't	Municipalities within the County or Territorial District	Other Counties or Districts
1 Alexandria	57	116	173	110	128	45	.....	147	15	11
2 Almonte	65	84	149	88	102	39	8	100	42	7
3 Arnprior	83	117	200	128	119	71	10	151	33	16
4 Arthur	55	69	124	78	64	52	8	68	54	2
5 Athens	68	104	172	119	117	55	.....	66	103	3
6 Aurora	53	52	105	72	59	38	8	51	52	2
7 Aylmer	72	98	170	114	106	52	12	68	102	....
8 Beamsville	34	46	80	38	49	31	.....	44	35	1
9 Belleville	127	127	254	114	154	77	23	192	57	5
10 Bowmanville	46	81	127	85	72	46	9	66	60	1
11 Bradford	62	72	134	83	81	53	.....	48	83	3
12 Brampton	92	88	180	117	86	69	25	90	86	4
13 Brighton	34	45	79	47	51	28	.....	43	36	....
14 Caledonia	50	86	136	89	74	48	14	46	75	15
15 Campbellford	67	94	161	101	92	60	9	104	53	4
16 Carleton Place	72	110	182	120	102	73	7	125	55	2
17 Cayuga	41	42	83	57	56	20	7	26	57	....
18 Chesley	54	71	125	84	63	52	10	65	36	24
19 Colborne	37	32	69	42	44	25	.....	36	33	....
20 Cornwall	162	162	324	212	223	88	13	155	137	32
21 Deseronto	36	54	90	54	62	25	3	66	21	3
22 Dundas	47	83	130	78	81	37	12	96	33	1
23 Dunnville	79	92	171	113	112	43	16	96	54	21
24 Dutton	67	95	162	102	64	78	20	42	116	4
25 Elora	34	45	79	46	59	20	.....	45	34	....
26 Essex	62	72	134	87	79	40	15	41	92	1
27 Fergus	80	90	170	112	92	59	19	76	94	....
28 Forest	59	73	132	88	80	36	16	57	75	....
29 Gananoque	59	87	146	97	85	61	.....	85	39	22
30 Georgetown	70	83	153	88	103	39	11	53	45	55
31 Glencoe	34	59	93	50	53	31	9	27	56	10
32 Gravenhurst	35	48	83	50	53	30	.....	80	.....	3
33 Grimsby	75	77	152	89	94	58	.....	60	36	56
34 Hagersville	63	55	118	83	57	53	8	46	72	....
35 Haileybury	26	41	67	32	64	3	.....	67	.....	....
36 Harriston	50	61	111	69	62	44	5	54	29	28
37 Hawkesbury	34	37	71	40	49	18	4	33	27	11
38 Iroquois	73	90	163	115	76	76	11	53	81	29
39 Kemptville	72	129	201	126	91	88	22	68	70	63
40 Kenora	38	43	81	50	52	29	.....	79	2	....
41 Kincardine	59	87	146	91	77	60	9	70	70	6
42 Leamington	88	98	186	116	114	52	20	100	75	11
43 Listowel	121	117	238	148	108	105	25	88	126	24
44 Lucan	79	63	142	89	88	39	15	52	88	2
45 Madoc	44	61	105	68	68	29	8	45	60	....
46 Markham	130	86	216	129	125	62	29	41	143	32
47 Meaford	77	93	170	108	100	55	15	89	69	12
48 Midland	67	63	130	89	68	49	13	93	35	2
49 Mitchell	67	92	159	106	90	69	.....	85	73	1
50 Mount Forest	80	112	192	125	102	85	5	111	42	39
51 Newburgh	62	56	118	74	81	37	.....	26	90	2
52 Newcastle	20	39	59	36	43	16	.....	28	30	1
53 Newmarket	92	96	188	122	113	52	23	86	99	3
54 Niagara	25	16	41	22	31	10	.....	30	11	....
55 Niagara Falls South	29	48	77	48	54	23	.....	48	29	....
56 North Bay	54	86	140	77	95	42	3	134	.....	6

AND HIGH SCHOOLS—Continued
IN THE VARIOUS SUBJECTS, ETC.—Continued

	Occupation of Parents						Number of Pupils in the Various Subjects								
	Commercial	Agricultural	Professions	Mechanical occupations	Labouring	Other callings	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediaeval History	Modern History	Geography
1	12	120	3	13	25	.....	147	173	173	173	173	45	....	....	147
2	24	50	16	9	40	10	142	147	147	141	104	39	6	8	102
3	59	33	11	57	39	1	149	200	200	98	109	41	10	2	119
4	32	64	3	16	2	7	71	118	118	99	81	47	2	6	66
5	24	104	12	20	12	.....	172	172	172	172	122	55	.....	....	134
6	17	55	8	23	.....	2	76	103	103	102	102	43	2	7	76
7	26	102	14	17	11	.....	158	170	170	80	126	59	12	12	106
8	9	31	5	15	16	4	80	80	80	80	80	22	....	....	80
9	72	46	40	72	18	6	231	254	254	183	200	73	17	20	183
10	22	49	8	21	7	20	90	125	125	118	118	46	7	3	72
11	13	67	22	15	12	5	98	134	134	134	134	53	....	....	98
12	34	96	15	19	10	6	86	175	175	155	155	155	15	16	86
13	19	37	7	6	6	4	79	79	79	79	79	28	....	....	51
14	14	79	12	17	10	4	74	134	134	122	122	48	14	3	74
15	24	64	14	8	29	22	92	161	161	152	152	60	9	9	92
16	32	56	13	65	10	6	146	179	179	175	175	35	1	1	102
17	15	47	13	7	.....	1	64	81	81	79	79	23	5	4	51
18	38	55	6	20	2	4	63	125	125	115	107	52	7	6	63
19	2	35	4	10	12	6	44	69	69	69	69	25	....	....	44
20	65	90	34	59	50	26	251	322	322	247	172	88	11	3	223
21	18	22	1	32	17	.....	87	90	90	59	76	25	3	....	68
22	35	30	12	23	7	23	64	111	111	91	91	27	11	1	64
23	28	82	19	16	13	13	114	171	171	155	155	41	6	....	112
24	6	81	12	26	29	8	64	148	148	106	114	78	6	14	64
25	18	29	6	10	16	.....	74	79	79	55	58	20	....	....	69
26	27	81	12	9	1	4	125	131	132	71	95	46	12	8	92
27	41	78	10	22	17	2	151	170	170	151	151	59	10	9	151
28	32	70	4	5	5	16	80	80	80	76	116	36	11	9	80
29	38	53	8	47	.....	.....	99	146	146	146	146	61	....	....	99
30	59	62	11	12	9	.....	142	149	149	145	149	42	6	3	109
31	17	58	5	9	4	.....	71	81	81	71	74	38	5	5	63
32	14	24	4	22	13	6	53	82	83	83	83	30	....	....	53
33	22	93	9	5	4	19	152	152	152	152	152	58	....	....	94
34	28	69	3	10	8	.....	65	118	118	112	112	53	6	5	65
35	16	3	9	16	*21	2	64	64	64	64	64	3	....	....	64
36	26	31	24	11	13	6	62	111	111	77	111	44	5	5	62
37	21	20	7	16	6	1	67	71	71	67	67	18	4	4	49
38	31	93	8	19	11	1	152	161	161	152	152	76	9	6	76
39	33	109	26	25	8	.....	182	199	199	167	146	90	13	8	182
40	15	2	6	40	18	.....	52	81	81	81	81	29	....	....	52
41	33	71	5	28	8	1	77	145	145	137	98	60	8	2	77
42	44	70	22	22	8	20	153	175	176	156	163	51	11	5	139
43	46	116	16	25	20	15	109	228	222	213	213	105	14	10	108
44	27	82	7	14	7	5	127	136	136	127	142	39	9	11	88
45	15	44	10	14	15	7	68	105	105	105	105	29	8	5	68
46	40	102	24	16	14	20	149	216	216	149	216	62	20	18	149
47	52	58	17	28	13	2	100	168	168	131	107	57	9	8	145
48	12	37	6	21	45	9	87	128	122	130	136	54	11	7	87
49	42	58	10	31	13	5	120	159	158	159	159	67	....	....	122
50	59	68	16	20	3	26	102	192	192	187	187	85	5	5	102
51	9	81	6	18	4	.....	118	118	118	118	118	37	....	....	47
52	14	21	3	2	10	9	59	59	59	24	24	9	....	....	49
53	30	78	16	32	28	4	90	188	188	162	152	57	13	5	125
54	4	14	1	8	7	7	41	41	41	41	41	10	....	....	31
55	17	38	5	14	3	.....	61	77	77	77	77	21	.....	....	61
56	8	8	4	87	30	3	95	140	140	137	140	43	3	1	95

*Mining.

COLLEGIATE INSTITUTES
II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

Number of Pupils in the Various Subjects—Continued

High Schools—Continued	Reading	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	German	Latin	Greek	Zoology
1 Alexandria	147	147	173	105	.....	98	.....	166	....	147
2 Almonte	102	138	147	147	6	55	8	149	2	143
3 Arnprior	119	151	200	139	10	128	11	189	3	158
4 Arthur	66	83	118	118	2	47	11	105	....	72
5 Athens	128	136	172	172	.....	77	.....	160	....	157
6 Aurora	76	76	103	72	3	64	21	105	....	103
7 Aylmer	106	158	162	162	5	126	22	131	....	109
8 Beamsville	80	77	69	67	.....	35	3	27	1	41
9 Belleville	183	243	254	197	20	175	30	221	6	191
10 Bowmanville	72	93	123	123	7	63	9	75	4	75
11 Bradford	98	98	132	132	.....	88	.....	105	2	51
12 Brampton	86	86	175	175	20	162	6	158	5	96
13 Brighton	51	79	79	79	.....	26	.....	48	....	51
14 Caledonia	74	74	136	136	14	36	15	79	....	77
15 Campbellford	92	92	161	161	9	140	20	150	....	100
16 Carleton Place	102	146	180	126	5	89	3	130	1	102
17 Cayuga	63	79	81	81	5	35	.....	70	....	67
18 Chesley	63	67	123	123	7	95	16	117	5	69
19 Colborne	44	44	69	49	.....	32	.....	64	....	44
20 Cornwall	322	270	264	263	11	226	23	251	2	86
21 Deseronto	68	68	90	79	3	73	1	67	1	.....
22 Dundas	64	64	102	60	11	93	19	90	....	65
23 Dunnville	112	114	150	150	15	111	70	134	3	95
24 Dutton	64	64	148	148	6	43	.....	71	....	78
25 Elora	69	69	63	41	.....	64	8	56	5	47
26 Essex	92	124	131	109	12	116	15	122	....	87
27 Fergus	170	151	170	170	19	148	46	161	1	111
28 Forest	80	80	132	132	11	60	5	88	3	89
29 Gananoque	99	99	125	125	....	59	10	66	....	77
30 Georgetown	109	142	151	151	8	44	7	88	4	106
31 Glencoe	63	63	81	81	7	24	5	36	....	4
32 Gravenhurst	53	77	74	74	.....	68	8	67	....	42
33 Grimsby	94	152	152	152	.....	140	28	104	....	120
34 Hagersville	65	65	118	118	6	98	5	102	....	70
35 Haileybury	64	67	67	27	.....	27	.....	66	....	30
36 Harriston	62	62	106	106	5	58	32	96	....	71
37 Hawkesbury	49	67	71	71	4	61	.....	30	....	3
38 Iroquois	76	152	160	125	9	84	5	112	1	80
39 Kemptville	146	182	193	193	13	135	12	174	2	154
40 Kenora	52	52	66	69	1	41	.....	70	....	50
41 Kincardine	77	77	132	132	8	73	1	116	5	65
42 Leamington	142	150	150	102	15	62	16	124	8	78
43 Listowel	108	109	225	224	14	115	45	207	9	118
44 Lucan	88	88	136	74	8	69	14	137	....	98
45 Madoc	68	105	105	105	.....	28	8	98	....	68
46 Markham	149	149	216	216	25	101	33	190	4	168
47 Meaford	168	158	139	139	11	131	29	128	3	75
48 Midland	87	87	128	128	11	89	10	111	....	93
49 Mitchell	117	121	158	119	.....	76	21	129	....	118
50 Mount Forest	102	102	192	192	5	62	7	180	2	104
51 Newburgh	47	118	118	118	.....	76	.....	83	3	81
52 Newcastle	59	59	59	59	.....	17	1	27	....	45
53 Newmarket	125	125	156	142	18	110	24	104	....	70
54 Niagara	31	41	41	36	.....	12	.....	18	....	31
55 Niagara Falls South	61	61	77	37	.....	36	10	29	....	15
56 North Bay	95	95	136	63	2	115	.....	105	....	96

AND HIGH SCHOOLS—Continued
AND IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils in the Various Subjects—Continued											Special Courses				
	Botany	Chemistry	Physics	Mineralogy	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Education	Commercial	Agriculture	Manual Training	Household Science	Art
1	147	45	173	....	135	147	.....	.....	147	137	.....	....	.....	.....	....
2	143	104	141	....	102	102	27	15	141	149	.....	....	.....	.....	....
3	158	79	142	....	94	98	.....	.....	149	.....	.....	....	.....	.....	....
4	72	75	118	6	50	83	.....	.....	80	124	.....	....	.....	.....	....
5	157	122	172	....	71	172	.....	.....	158	135	.....	....	.....	.....	....
6	103	70	101	5	50	102	.....	.....	102	97	.....	....	.....	.....	....
7	109	162	162	10	82	80	12	12	102	158	.....	....	.....	.....	....
8	41	27	54	....	48	36	.....	.....	39	.....	11	....	.....	.....	....
9	191	248	248	8	183	151	.....	.....	123	.....	.....	....	.....	.....	....
10	75	81	125	1	60	55	.....	.....	74	125	.....	....	.....	.....	....
11	51	87	132	....	80	62	14	14	98	102	14	....	.....	.....	....
12	96	162	162	7	86	86	.....	.....	86	86	.....	....	.....	.....	....
13	51	28	79	....	51	51	.....	.....	51	.....	.....	....	.....	.....	....
14	77	77	136	....	45	45	.....	.....	74	136	.....	....	.....	.....	....
15	100	100	156	2	92	92	.....	.....	92	161	.....	....	.....	.....	....
16	102	120	178	....	54	54	.....	.....	102	182	.....	....	.....	.....	....
17	67	38	81	4	41	37	.....	.....	63	83	.....	....	.....	.....	....
18	69	97	120	6	63	63	.....	.....	63	125	.....	....	.....	.....	....
19	44	49	69	....	44	28	.....	.....	44	69	.....	....	.....	.....	....
20	86	196	259	3	223	127	56	56	112	324	56	....	.....	.....	....
21	.....	50	90	....	68	68	.....	.....	68	72	.....	....	.....	.....	....
22	65	26	69	....	50	50	26	41	64	129	18	....	.....	.....	....
23	96	91	94	....	112	82	41	41	81	171	.....	....	.....	.....	....
24	78	128	151	13	28	28	.....	.....	64	102	.....	....	.....	.....	....
25	47	40	60	....	69	61	27	16	58	59	27	....	.....	.....	....
26	87	94	130	3	105	82	.....	.....	90	119	.....	....	.....	.....	....
27	111	120	170	6	92	60	.....	.....	92	.....	.....	...	.....	.....	....
28	89	77	127	7	80	80	10	.....	78	.....	.....	....	.....	.....	....
29	77	98	125	....	57	52	21	30	95	144	21	....	.....	.....	....
30	106	80	141	1	73	73	9	11	109	147	.....	....	.....	.....	....
31	63	36	63	4	62	41	.....	10	63	63	.....	....	.....	.....	....
32	42	40	73	....	35	53	8	15	45	83	.....	....	.....	.....	....
33	120	58	120	....	94	94	.....	.....	80	.....	.....	....	.....	.....	....
34	70	101	118	....	43	43	.....	.....	57	.....	.....	....	.....	.....	....
35	30	2	66	....	64	52	3	.....	64	.....	.....	....	.....	.....	....
36	71	73	104	5	62	33	.....	.....	51	.....	.....	....	.....	.....	....
37	49	71	71	3	49	49	.....	.....	49	69	.....	....	.....	.....	....
38	80	120	83	3	33	35	5	6	73	108	.....	....	.....	.....	....
39	154	148	186	4	130	93	13	27	130	201	.....	....	.....	.....	....
40	50	29	46	....	52	42	12	.....	52	81	.....	....	.....	.....	....
41	65	125	133	2	77	68	14	14	120	144	14	....	.....	.....	....
42	78	65	137	4	85	83	30	30	73	184	30	....	.....	.....	....
43	118	104	230	....	108	68	.....	.....	108	110	.....	....	.....	.....	....
44	98	76	132	10	88	61	.....	1	88	88	.....	....	.....	.....	....
45	68	68	97	....	68	68	.....	.....	68	44	.....	....	.....	.....	....
46	168	202	212	15	125	125	.....	.....	149	.....	.....	....	.....	.....	....
47	75	93	129	6	115	84	31	31	76	170	.....	....	.....	.....	....
48	93	89	128	6	61	61	.....	.....	87	.....	.....	....	.....	.....	....
49	118	110	157	....	74	74	.....	.....	117	159	.....	....	.....	.....	....
50	104	187	191	....	62	62	.....	.....	102	80	.....	....	.....	.....	....
51	81	94	118	....	24	24	.....	.....	47	118	.....	....	.....	.....	....
52	45	45	59	....	49	24	.....	.....	49	59	.....	....	.....	.....	....
53	70	79	138	2	95	81	41	41	72	188	41	....	.....	.....	....
54	31	25	25	....	34	34	13	21	34	.....	.....	....	.....	.....	....
55	15	11	30	....	61	51	35	35	22	61	35	....	.....	40	....
56	96	43	139	1	45	45	4	.....	95	140	.....	....	.....	.....	....

COLLEGIATE INSTITUTES

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

High Schools—Continued	Pupils				Number of Pupils in—		
	Boys	Girls	Totals	Average Attendance	Lower School	Middle School	Upper School
57 Norwood	58	73	131	81	81	50	.....
58 Oakville	61	57	118	72	82	36	.....
59 Omemee	29	30	59	36	28	31	.....
60 Orangeville	94	99	193	127	97	84	12
61 Oshawa	100	106	206	126	148	38	20
62 Paris	57	73	130	85	91	29	10
63 Parkhill	79	74	153	87	89	49	15
64 Pembroke	83	74	157	102	100	48	9
65 Penetanguishene	48	45	93	52	68	25	.....
66 Petrolea	60	98	158	91	90	62	6
67 Plantagenet	21	46	67	46	50	17	.....
68 Port Dover	34	40	74	47	45	29	.....
69 Port Elgin	31	43	74	59	41	33	.....
70 Port Hope	74	124	198	134	117	61	20
71 Port Perry	74	49	123	77	85	28	10
72 Port Rowan	21	22	43	28	24	19	.....
73 Prescott	57	74	131	91	72	47	12
74 Richmond Hill	37	43	80	46	55	25	.....
75 Rockland	17	30	47	29	31	16	.....
76 Sault Ste. Marie	135	140	275	167	212	50	1
77 Simcoe	94	109	203	131	121	56	26
78 Smith's Falls	110	143	253	161	178	62	13
79 Smithville	30	47	77	47	53	24	.....
80 Stirling	58	64	122	80	78	39	5
81 Streetsville	43	35	78	48	51	27	.....
82 Sudbury	76	56	132	88	86	31	15
83 Sydenham	61	77	138	100	75	53	10
84 Thorold	28	62	90	60	60	30	.....
85 Tillsonburg	63	75	138	88	71	44	23
86 Toronto, Malvern	70	93	163	92	100	55	8
87 Toronto, Oakwood	172	192	364	234	185	157	22
88 Toronto, Riverdale	165	162	327	215	184	112	31
89 Toronto, Technical	460	664	1,124	466	*776	†210	‡138
90 Trenton	57	84	141	96	85	48	8
91 Uxbridge	79	63	142	95	80	45	17
92 Vienna	15	17	32	19	23	8	1
93 Walkerton	63	60	123	87	72	35	16
94 Wardsville	17	35	52	33	32	20	.....
95 Waterdown	29	27	56	33	39	15	2
96 Waterford	45	34	79	53	44	28	7
97 Watford	85	82	167	128	80	69	18
98 Welland	83	127	210	122	158	41	11
99 Weston	68	68	136	82	99	32	5
100 Wiarton	34	38	72	42	44	28	.....
101 Williamstown	61	77	138	94	107	31	.....
102 Wingham	103	110	213	147	133	50	30
1 Totals, High Schools	6,857	8,264	15,121	9,339	9,287	4,802	1,032
2 Totals, Collegiate Institutes	8,339	9,152	17,491	11,050	10,776	5,117	1,598
3 Grand Totals, 1910	15,196	17,416	32,612	20,389	20,063	9,919	2,630
4 Grand Totals, 1909	15,776	17,325	33,101	20,791	20,644	9,683	2,774
5 Increases	.....	91	.....	.....	.....	236	.....
6 Decreases	580	.....	489	402	581	.....	144
7 Percentages	46.59	53.4	.....	62.52	61.52	30.41	8.06

* 1st year pupils. † 2nd year pupils. ‡ 3rd year and 4th year pupils.

AND HIGH SCHOOLS—Continued
AND IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils from—			Occupation of Parents					
	Municipalities composing the High School District	Municipalities within the County or Territorial District	Other Counties or Districts	Commercial	Agricultural	Professions	Mechanical Occupations	Labouring	Other Callings
57	49	58	24	34	63	6	10	15	3
58	62	56	.....	23	52	14	14	11	4
59	24	21	14	2	41	3	7	5	1
60	86	69	38	38	91	19	28	7	10
61	156	41	9	52	42	8	86	12	6
62	93	32	5	35	37	11	29	15	3
63	53	76	24	21	68	31	11	10	12
64	138	16	3	40	25	27	39	18	8
65	78	15	.....	21	16	9	18	23	6
66	81	76	1	33	44	6	46	28	1
67	47	20	.....	7	45	2	3	10	.....
68	40	30	4	19	33	4	6	10	2
69	47	26	1	14	35	6	10	4	5
70	115	83	.....	37	74	16	40	19	12
71	49	53	21	28	57	8	18	10	2
72	26	17	.....	9	18	5	5	3	3
73	97	29	5	23	33	13	36	25	1
74	12	68	.....	5	67	2	2	.....	4
75	34	13	.....	7	16	2	22	.....	.....
76	252	23	.....	64	18	23	94	62	14
77	85	113	5	52	89	13	36	8	5
78	202	22	29	57	55	13	75	17	36
79	33	35	9	8	40	7	11	6	5
80	33	87	2	12	86	11	8	5	.....
81	30	34	14	14	47	4	10	1	2
82	110	20	2	61	5	17	25	13	11
83	138	.....	.....	12	97	9	18	1	1
84	64	19	7	30	18	5	18	18	1
85	69	33	36	47	56	15	8	10	2
86	130	33	.....	46	22	23	45	9	18
87	359	3	2	187	3	45	60	23	46
88	306	10	11	147	5	54	67	32	22
89	1,091	11	22	371	34	45	528	90	56
90	95	15	31	42	41	17	18	20	3
91	49	92	1	23	85	7	5	6	16
92	24	.....	8	.....	25	1	6	.....	.....
93	76	46	1	39	31	17	18	5	13
94	18	23	11	13	30	4	3	.....	2
95	48	.....	8	6	23	7	5	6	9
96	32	47	.....	16	39	12	7	1	4
97	48	109	10	31	102	12	15	6	1
98	67	141	2	61	71	21	48	9	.....
99	71	50	15	37	52	14	15	9	9
100	67	.....	5	15	19	9	12	12	5
101	135	2	1	19	80	19	12	7	1
102	108	90	15	34	94	12	47	11	15
1	9,068	5,077	976	3,422	5,440	1,252	2,888	1,371	748
2	12,434	4,306	751	5,032	3,726	1,909	4,073	1,479	1,272
3	21,502	9,383	1,727	8,454	9,166	3,161	6,961	2,850	2,020
4	22,178	9,138	1,784	8,623	9,206	3,036	6,902	3,147	2,187
5	.....	245	.....	.....	.....	125	59	.....	.....
6	676	.....	57	169	40	.....	.....	297	167
7	65.93	28.77	5.29	25.92	28.1	9.69	21.34	8.73	6.19

COLLEGIATE INSTITUTES

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

Number of Pupils in the

High Schools—Continued	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediæval History
57 Norwood	131	131	131	131	131	50	.....
58 Oakville	91	118	118	118	118	36	.....
59 Omemee	37	59	59	59	59	31	.....
60 Orangeville	120	190	190	187	187	84	4
61 Oshawa	156	201	201	180	111	43	8
62 Paris	91	130	130	90	130	29	10
63 Parkhill	130	143	143	130	130	49	9
64 Pembroke	100	157	157	148	148	48	6
65 Penetanguishene	78	93	93	93	93	25	.....
66 Petrolea	90	156	156	76	156	35	2
67 Plantagenet	50	67	67	67	67	17	.....
68 Port Dover	74	74	74	74	74	29	.....
69 Port Elgin	55	74	74	74	74	19	.....
70 Port Hope	137	190	190	77	98	61	12
71 Port Perry	119	123	123	119	119	34	10
72 Port Rowan	43	43	43	43	43	19	.....
73 Prescott	102	124	124	119	119	39	3
74 Richmond Hill	70	80	80	80	80	22	.....
75 Rockland	47	47	47	47	47	16	.....
76 Sault Ste. Marie	212	275	274	120	142	62	13
77 Simcoe	151	194	194	176	176	82	20
78 Smith's Falls	178	253	253	240	240	62	7
79 Smithville	53	77	77	63	38	24	.....
80 Stirling	117	122	122	117	117	39	3
81 Streetsville	61	77	77	76	47	26	.....
82 Sudbury	86	130	130	115	117	31	.....
83 Sydenham	128	138	138	119	94	53	8
84 Thorold	90	90	90	90	90	30	.....
85 Tillsonburg	85	133	133	114	132	43	15
86 Toronto, Malvern	116	163	163	116	123	55	4
87 Toronto, Oakwood	211	364	364	245	246	139	8
88 Toronto, Riverdale	234	327	324	165	123	114	21
89 Toronto, Technical	154	751	670	370	154	113	.....
90 Trenton	122	137	137	137	137	48	6
91 Uxbridge	104	141	141	132	132	51	16
92 Vienna	31	32	32	31	32	18	1
93 Walkerton	90	115	115	106	106	35	7
94 Wardsville	52	52	52	40	42	18	.....
95 Waterdown	45	56	56	54	54	15	2
96 Waterford	44	79	79	44	53	28	7
97 Watford	97	154	154	64	154	57	14
98 Welland	178	204	203	199	204	42	7
99 Weston	99	136	136	131	131	32	5
100 Wiarton	72	72	72	72	47	28	.....
101 Williamstown	96	138	138	138	138	19	.....
102 Wingham	158	210	208	185	185	52	25
1 Totals, High Schools	10,574	14,491	14,393	12,078	11,962	4,699	589
2 Totals, Collegiate Institutes	13,038	17,159	17,142	13,230	13,348	4,913	1,060
3 Grand Totals, 1910	23,612	31,650	31,535	25,308	25,310	9,612	1,649
4 Grand Totals, 1909	24,618	31,960	32,023	25,000	25,329	9,816	1,720
5 Increases	.....	.....	.....	308	.....	.....	.....
6 Decreases	1,006	310	488	.....	19	204	71
7 Percentages	72.4	97.05	96.69	77.6	77.61	29.47	5.05

AND HIGH SCHOOLS—Continued
AND IN THE VARIOUS SUBJECTS, ETC.—Continued

Various Subjects

	Modern History	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	German
57	.....	129	131	131	129	85	.....	84	5
58	.....	91	91	117	109	108	.....	93	15
59	.....	36	36	37	59	54	.....	27	.....
60	4	122	122	122	191	191	8	156	34
61	15	156	156	164	144	121	10	142	32
62	10	91	91	91	125	125	10	48	16
63	8	81	81	130	138	138	9	54	13
64	2	100	100	100	157	157	7	90	10
65	.....	78	78	78	93	93	.....	76	10
66	2	127	123	127	158	126	4	129	.....
67	.....	50	50	50	67	67	.....	67	.....
68	.....	45	45	74	74	55	.....	42	5
69	.....	55	55	55	74	56	.....	70	3
70	8	117	137	137	170	170	12	72	17
71	3	119	113	119	123	123	10	78	20
72	.....	24	24	24	43	42	.....	25	7
73	5	72	72	119	119	83	4	109	18
74	.....	70	55	70	75	75	.....	60	5
75	.....	47	37	47	47	46	.....	47	.....
76	4	262	212	262	247	149	11	163	1
77	15	151	151	151	180	100	16	105	24
78	7	178	178	178	253	178	13	148	28
79	.....	53	53	53	77	52	.....	.....	19
80	3	78	78	106	121	121	5	61	.....
81	.....	63	64	64	63	62	.....	33	7
82	.....	86	86	88	125	122	5	62	28
83	6	75	75	130	138	138	8	115	5
84	.....	60	60	90	90	90	.....	65	.....
85	10	69	81	69	128	123	16	39	15
86	.....	146	146	146	163	163	8	143	49
87	8	211	247	247	360	354	19	357	163
88	21	228	184	234	326	326	30	316	107
89	.....	322	121	678	463	247	52	615	79
90	2	104	85	104	141	101	12	69	4
91	5	104	104	104	141	95	16	101	15
92	1	31	32	31	28	28	1	4	1
93	8	78	72	88	108	94	8	12	62
94	.....	29	32	52	52	52	.....	38	4
95	2	45	45	46	54	54	2	46	3
96	7	44	44	44	79	79	7	60	9
97	9	95	96	97	165	109	14	32	.....
98	5	176	176	178	205	203	7	102	43
99	.....	99	98	120	136	136	4	129	27
100	.....	44	44	44	72	72	.....	23	5
101	.....	96	74	96	136	71	.....	74	12
102	13	158	158	158	209	209	25	147	10
1	437	9,825	9,642	11,346	13,794	12,137	724	9,044	1,623
2	807	11,610	12,053	13,549	15,287	13,001	1,244	11,578	3,135
3	1,244	21,435	21,695	24,895	29,081	25,138	1,968	20,622	4,758
4	1,451	22,566	22,480	26,043	29,486	25,222	2,112	19,720	4,329
5	.....	.....	.....	.....	.....	.....	.....	902	429
6	207	1,131	785	1,148	405	84	144	.....	.....
7	3.81	65.72	66.52	76.33	89.17	77.08	6.03	63.23	14.58

COLLEGIATE INSTITUTES

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

Number of Pupils in the

High Schools—Continued	Latin	Greek	Zoology	Botany	Chemistry	Physics	Mineralogy
57 Norwood	99	.....	81	81	80	80	.....
58 Oakville	101	.....	90	90	69	110	.....
59 Omemee	51	.....	36	36	31	31	.....
60 Orangeville	149	6	121	121	117	177	5
61 Oshawa	108	3	86	86	67	105	5
62 Paris	83	4	101	101	34	120	5
63 Parkhill	126	.....	79	79	58	140	8
64 Pembroke	110	1	103	103	102	155	.....
65 Penetanguishene	66	.....	78	78	64	64	.....
66 Petrolea	109	1	96	96	154	156	2
67 Plantagenet	16	.....	50	50	67	67	.....
68 Port Dover	55	.....	45	45	40	70	.....
69 Port Elgin	70	.....	55	55	74	74	.....
70 Port Hope	104	5	105	105	65	143	10
71 Port Perry	103	3	88	88	64	122	1
72 Port Rowan	27	.....	24	24	28	43	.....
73 Prescott	76	4	73	73	95	124	2
74 Richmond Hill	68	.....	50	50	77	77	.....
75 Rockland	36	.....	37	37	26	47	.....
76 Sault Ste. Marie	248	.....	215	215	215	213	6
77 Simcoe	125	5	150	150	110	170	.....
78 Smith's Falls	216	.....	185	185	172	250	5
79 Smithville	60	.....	57	57	32	76	.....
80 Stirling	104	.....	81	81	79	120	5
81 Streetsville	53	.....	48	48	35	60	.....
82 Sudbury	48	1	80	80	107	107	.....
83 Sydenham	122	.....	81	80	130	134	5
84 Thorold	66	.....	45	45	44	77	.....
85 Tillsonburg	75	.....	74	74	56	124	8
86 Toronto, Malvern	144	5	140	140	89	160	.....
87 Toronto, Oakwood	361	35	261	261	137	310	1
88 Toronto, Riverdale	286	22	191	191	298	298	11
89 Toronto, Technical	.....	.....	.....	.....	265	325	.....
90 Trenton	110	.....	56	56	86	91	.....
91 Uxbridge	117	.....	120	120	140	140	.....
92 Vienna	13	.....	31	31	18	32	.....
93 Walkerton	87	3	86	86	66	112	10
94 Wardsville	41	.....	.....	.....	32	47	.....
95 Waterdown	43	.....	45	45	52	54	.....
96 Waterford	74	.....	51	51	79	72	7
97 Watford	121	.....	104	104	99	103	9
98 Welland	136	4	162	162	199	203	3
99 Weston	116	6	99	99	128	128	.....
100 Wiarton	72	.....	44	44	47	72	.....
101 Williamstown	83	.....	93	93	31	132	.....
102 Wingham	161	1	168	168	194	206	12
1 Totals, High Schools	10,725	194	8,706	8,811	9,117	12,671	267
2 Totals, Collegiate Institutes	12,798	575	8,459	8,463	7,648	12,755	385
3 Grand Totals, 1910	23,523	769	17,165	17,274	16,765	25,426	652
4 Grand Totals, 1909	22,873	754	18,022	18,422	16,614	25,763	741
5 Increases	650	15	.....	.....	151	.....	.....
6 Decreases	.....	.....	857	1,148	.....	337	89
7 Percentages	72.12	2.35	52.63	52.96	51.4	77.96	1.99

AND HIGH SCHOOLS—Continued
AND IN THE VARIOUS SUBJECTS, ETC.—Concluded

	Various Subjects—Concluded						Special Courses				
	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Education	Commercial	Agriculture	Manual Training	Household Science	Art
57	44	44	.....	.....	81	130	.....	9	.....	.....	.....
58	68	69	19	19	91	91	.....	.....	.....	.....	.....
59	36	36	.....	.....	37	.....	.....	.....	.....	.....	.....
60	90	83	.....	.....	122	193	.....	.....	.....	.....	.....
61	152	136	83	95	88	150	23	.....	.....	.....	.....
62	40	66	37	29	81	130	.....	.....	.....	.....	.....
63	101	75	21	21	101	130	1	.....	.....	.....	.....
64	100	49	.....	.....	100	157	.....	.....	.....	.....	.....
65	28	78	50	51	78	78	12	.....	.....	.....	.....
66	82	82	.....	.....	127	.....	.....	.....	.....	.....	.....
67	50	50	.....	.....	50	67	.....	.....	.....	.....	.....
68	45	45	.....	.....	45	45	.....	.....	.....	.....	.....
69	39	38	18	13	34	.....	13	.....	.....	.....	.....
70	137	108	35	47	97	198	35	.....	.....	.....	.....
71	85	84	.....	.....	97	123	.....	.....	.....	.....	.....
72	24	15	.....	.....	24	43	.....	.....	.....	.....	.....
73	72	58	42	42	72	131	.....	.....	.....	.....	.....
74	55	55	.....	10	50	.....	.....	.....	.....	.....	.....
75	27	27	.....	.....	37	47	.....	.....	.....	.....	.....
76	262	173	34	34	213	275	.....	.....	238	106	.....
77	121	121	12	.....	100	120	6	10	.....	.....	.....
78	75	75	.....	.....	178	.....	.....	.....	.....	.....	.....
79	33	29	.....	.....	63	24	.....	.....	.....	.....	.....
80	41	41	.....	.....	78	.....	.....	.....	.....	.....	.....
81	64	56	27	31	64	.....	.....	.....	.....	.....	.....
82	86	80	.....	.....	80	.....	.....	.....	.....	.....	.....
83	75	34	.....	.....	75	75	.....	.....	.....	.....	.....
84	60	38	34	36	55	.....	.....	.....	.....	44	.....
85	60	60	9	8	60	137	8	.....	.....	.....	.....
86	99	99	.....	.....	118	160	.....	.....	.....	.....	.....
87	178	145	.....	.....	193	235	.....	.....	.....	.....	.....
88	165	164	.....	.....	217	184	.....	.....	.....	.....	.....
89	516	410	410	194	499	.....	40	.....	.....	343	499
90	86	86	.....	3	79	141	.....	.....	.....	.....	.....
91	66	66	.....	.....	104	140	.....	.....	.....	.....	.....
92	21	20	.....	18	30	32	.....	.....	.....	.....	.....
93	72	72	7	7	85	.....	.....	.....	.....	.....	.....
94	32	32	.....	.....	31	51	.....	.....	.....	.....	.....
95	45	33	.....	.....	45	.....	.....	.....	.....	.....	.....
96	44	44	.....	.....	44	79	.....	.....	.....	.....	.....
97	64	64	.....	11	97	85	.....	.....	.....	.....	.....
98	125	125	.....	.....	176	.....	.....	.....	.....	.....	.....
99	99	99	.....	.....	99	136	.....	.....	.....	.....	.....
100	25	25	.....	.....	44	72	.....	.....	.....	.....	.....
101	68	91	.....	.....	120	136	.....	.....	.....	.....	.....
102	121	121	.....	.....	156	.....	.....	.....	.....	.....	.....
1	8,161	7,456	1,290	1,136	9,185	9,081	405	19	238	533	499
2	8,854	7,319	2,440	1,928	8,651	16,668	1,980	31	1,432	1,628	165
3	17,015	14,775	3,730	3,064	17,836	25,749	2,385	50	1,670	2,161	664
4	17,456	15,234	3,869	2,933	18,489	21,015	2,864	43	1,664	2,334	641
5	.....	.....	.....	131	.....	4,734	.....	7	6	.....	23
6	441	459	139	.....	653	.....	479	.....	.....	173	.....
7	52.17	45.3	11.43	9.39	54.69	78.95	7.31	.15	5.12	6.62	2.03

COLLEGIATE INSTITUTES

III. TABLE K—

Collegiate Institutes	Brick, stone or frame school house	Number of acres in playground	Schools under United Board	Equipment: Value of library	Value of type-writers	Value of scientific apparatus	Value of charts, maps and globes	Value of models for drawing
				$	$	$	$	$
1 Barrie	B	3½	1	636	270	823	113	51
2 Berlin	B	4	....	1,172	1,151	1,460	159	60
3 Brantford	B & S	3	....	756	500	930	225	86
4 Brockville	S	3	....	935	224	1,311	150	98
5 Chatham	B	1½	1	892	1,200	1,743	263	51
6 Clinton	B	3¼	....	750	150	1,015	115	54
7 Cobourg	B	1	....	1,240	675	1,122	163	53
8 Collingwood	B	½	1	754	330	628	90	55
9 Fort William	B	2½	1	888	320	664	134	131
10 Galt	S	8½	....	1,193	547	1,568	171	63
11 Goderich	B	¼	....	923	400	618	72	39
12 Guelph	S	4½	1	1,029	385	1,675	267	52
13 Hamilton	B & S	1½	1	1,265	.....	1,997	241	50
14 Ingersoll	B	2	1	743	180	965	94	57
15 Kingston	B	2	1	868	550	773	117	52
16 Lindsay	B	2	1	1,524	435	1,447	87	71
17 London	B	3	1	1,140	710	3,103	391	78
18 Morrisburg	B	8	1	696	363	1,228	132	52
19 Napanee	B	3	1	1,037	245	1,037	130	50
20 Niagara Falls	B	5¾	....	933	550	994	114	50
21 Orillia	B	2	....	704	360	808	113	59
22 Ottawa	S	¾	....	2,187	1,226	3,629	175	219
23 Owen Sound	B	2	1	1,514	325	1,986	134	56
24 Perth	B	4	1	978	150	851	138	50
25 Peterborough	B	½	1	884	648	710	50	54
26 Picton	B	2¾	....	778	450	1,066	100	56
27 Port Arthur	S	3	1	684	430	1,372	239	104
28 Renfrew	B	3⅓	1	622	200	798	73	57
29 Ridgetown	B	1¾	....	779	250	1,285	127	58
30 St. Catharines	B	1¾	....	746	585	874	145	81
31 St. Mary's	B	2	....	806	140	922	120	51
32 St. Thomas	B	2¼	1	1,209	975	1,660	114	81
33 Sarnia	B	2½	1	843	360	1,230	50	63
34 Seaforth	B	2¾	....	857	250	903	118	52
35 Stratford	B	8	....	1,236	450	1,129	187	66
36 Strathroy	B	1¼	....	1,057	180	923	131	51
37 Toronto, Harbord	B	3½	1	1,850	.....	4,468	184	56
38 Toronto, Parkdale	B	1½	1	1,954	25	2,718	165	114
39 Toronto, Jarvis	B	1¾	1	1,788	115	3,687	193	83
40 Toronto, Humberside	B	6	1	1,378	270	1,151	117	65
41 Vankleek Hill	B	2	....	680	210	897	54	52
42 Whitby	B	⅓	1	704	75	664	100	51
43 Windsor	B	2¼	1	1,375	967	1,057	124	59
44 Woodstock	B	¼	1	1,214	915	1,552	61	66
Totals	.....	....	26	46,203	18,741	61,441	6,240	2,957

AND HIGH SCHOOLS—Continued

MISCELLANEOUS INFORMATION

	ment			Religious and other Exercises					Destination of Pupils					
	Value of gymnasium (not including equipment)	Value of equipment of gymnasium	Value of museum, aquarium, etc.	Schools using authorized Scripture readings	Schools opened with prayer	Schools closed with prayer	Schools using Bible	Commencement exercises	Number who entered mercantile life	Number who became occupied with agriculture	Number who entered the professions of law, medicine and the church	Number who became teachers	Number who entered any other profession	Number who left for other occupations
	$	$	$											
1	1,730	15	.....	.....	1	....	1	....	15	6	.....	10	3	42
2	1,000	455	125	1	1	....	1	1	39	7	7	7	.....	27
3	10,000	748	33	.....	1	....	1	....	49	13	7	10	2	47
4	2,500	260	31	.....	1	....	....	1	25	7	5	17	10	43
5	2,500	284	123	1	1	....	1	1	46	10	2	10	10	52
6	750	57	98	1	1	....	1	1	13	12	2	8	4	15
7	3,000	192	5,000	1	1	....	1	....	17	3	2	7	2	23
8	1,200	112	5	.....	1	....	....	....	7	10	1	9	5	38
9	.....	101	.....	.....	1	....	....	1	9	2	1	3	6	13
10	1,200	174	115	1	1	....	....	1	38	23	4	19	9	36
11	2,500	242	.....	1	1	....	....	....	9	1	1	19	4	24
12	2,800	547	175	.....	1	....	....	1	25	7	2	14	7	43
13	8,000	968	120	1	1	....	1	1	94	28	39	69	11	96
14	800	187	58	1	1	....	....	1	18	5	1	2	.....	42
15	7,000	50	64	1	1	....	1	....	28	7	12	9	13	61
16	4,000	495	250	.....	1	....	....	1	14	6	1	33	1	16
17	1,600	540	126	1	1	1	....	....	173	14	13	26	15	142
18	980	194	32	.....	1	....	1	1	14	16	2	9	.....	5
19	850	251	.....	.....	1	1	1	1	3	13	2	6	6	16
20	1,000	166	86	.....	1	....	1	1	.....	1	1	7	4	55
21	1,800	288	.....	.....	1	....	1	....	21	7	3	8	2	25
22	7,000	1,167	470	1	1	1	....	1	80	5	14	20	33	130
23	3,000	56	75	.....	1	....	....	1	38	21	8	57	12	42
24	560	267	.....	1	1	....	....	1	6	3	1	10	4	28
25	.....	.....	149	.....	1	....	....	1	40	22	14	15	17	51
26	5,000	248	.....	.....	1	....	....	1	16	10	2	14	3	14
27	15,000	286	40	1	1	....	....	1	9	.....	2	.....	1	10
28	.....	.....	.....	.....	1	1	1	1	21	12	10	14	.....	5
29	900	87	75	.....	1	....	....	1	4	18	.....	6	1	12
30	.....	151	200	.....	1	....	1	....	30	6	6	4	2	48
31	700	84	43	1	1	....	....	....	11	25	2	13	3	12
32	1,518	374	88	.....	1	....	....	1	27	22	19	11	6	14
33	1,380	276	104	.....	1	....	....	1	31	8	2	13	2	40
34	600	156	93	1	1	....	....	....	20	5	.....	14	.....	12
35	2,000	156	500	.....	1	....	....	1	47	4	7	12	12	27
36	.....	113	.....	1	1	....	....	....	21	9	5	9	4	22
37	*	700	1,009	.....	1	....	1	1	51	2	16	30	21	60
38	10,000	250	.....	.....	1	....	1	1	40	.....	13	26	40	75
39	7,000	250	600	1	1	....	1	....	68	3	12	16	10	89
40	.....	.....	.....	1	1	....	....	1	35	5	8	9	4	42
41	3,200	40	67	.....	1	....	....	1	13	7	.....	7	8	3
42	850	73	.....	1	1	1	1	1	5	14	.....	8	.....	14
43	3,000	222	.....	.....	1	....	....	1	40	9	3	6	3	62
44	1,700	205	94	.....	1	....	....	1	35	10	20	30	5	25
	118,618	11,487	10,048	19	44	5	18	31	1,345	418	272	646	305	1,698

* Gymnasium is part of the main building.

COLLEGIATE INSTITUTES AND
III. TABLE K—MISCELLANEOUS

High Schools	Brick, stone or frame school house	Number of acres in playground	Schools under United Board	Value of library	Value of type-writers	Value of scientific apparatus	Value of charts, maps and globes	Value of models for drawing	Value of gymnasium (not including equipment)	Equip-
				$	$	$	$	$	$	
1 Alexandria	B	1	.....	471	.....	483	75	50	.....	
2 Almonte	S		1	946	135	541	61	50	.....	
3 Arnprior	B	1	1	392	.....	296	69	20	.....	
4 Arthur	B	7	.....	349	95	722	58	47	.....	
5 Athens	S	2	.....	547	.....	527	64	80	.....	
6 Aurora	B		.....	450	.....	551	64	53	.....	
7 Aylmer	B		.....	988	140	983	136	103	680	
8 Beamsville	B	2	1	398	.....	358	74	27	.....	
9 Belleville	B	....	1	453	.....	704	150	54	.....	
10 Bowmanville	B	3	.....	599	.....	602	54	53	.....	
11 Bradford	B		.....	375	35	506	80	56	.....	
12 Brampton	B	5	.....	497	65	660	65	51	.....	
13 Brighton	B		1	320	.....	422	51	54	.....	
14 Caledonia	B	2	1	325	.....	617	52	66	.....	
15 Campbellford	B		1	567	.....	592	69	51	.....	
16 Carleton Place	S	1	1	807	.....	392	67	51	.....	
17 Cayuga	B	1	1	313	.....	422	51	51	.....	
18 Chesley	B	4	.....	365	.....	453	55	70	.....	
19 Colborne	B		1	300	.....	562	85	50	.....	
20 Cornwall	B		.....	688	555	694	133	84	.....	
21 Deseronto	B	3	.....	397	.....	592	87	51	.....	
22 Dundas	B	1	1	624	230	733	65	60	.....	
23 Dunnville	B	1	1	434	160	687	67	56	.....	
24 Dutton	B	1	.....	316	.....	582	42	41	.....	
25 Elora	S		1	274	55	344	36	50	.....	
26 Essex	B		.....	378	.....	564	61	50	.....	
27 Fergus	S	1	1	558	.....	390	66	50	.....	
28 Forest	B	2	.....	397	.....	448	95	49	.....	
29 Gananoque	B	1	1	705	366	634	79	60	.....	
30 Georgetown	B		.....	383	65	548	70	64	.....	
31 Glencoe	B	2	.....	481	.....	500	86	53	.....	
32 Gravenhurst	B	7	.....	317	120	340	56	50	.....	
33 Grimsby	B	2	1	277	.....	363	52	50	.....	
34 Hagersville	B		.....	333	.....	544	58	17	.....	
35 Haileybury	B		.....	343	.....	411	55	54	.....	
36 Harriston	B	3	1	300	90	298	51	57	.....	
37 Hawkesbury	B		1	397	.....	316	52	60	.....	
38 Iroquois	B		.....	776	150	1,256	134	50	.....	
39 Kemptville	B	2	1	375	141	672	68	62	.....	
40 Kenora	B	2	1	323	.....	511	77	50	.....	
41 Kincardine	B	4	1	643	530	777	82	51	800	
42 Leamington	B	2	.....	371	300	563	120	52	.....	
43 Listowel	B		.....	351	.....	564	55	63	.....	
44 Lucan	B	3	.....	398	90	595	50	50	400	
45 Madoc	B	1	.....	303	.....	563	85	41	.....	
46 Markham	B		.....	305	.....	900	64	49	.....	
47 Meaford	B		.....	634	540	869	101	53	1,315	
48 Midland	B	6	.....	479	95	833	58	57	.....	
49 Mitchell	B		.....	314	.....	568	53	52	550	
50 Mount Forest	B		1	477	.....	450	54	45	.....	
51 Newburgh	S		1	546	.....	536	75	45	.....	
52 Newcastle	B	2	1	387	.....	306	59	40	.....	
53 Newmarket	B	2	.....	328	260	643	74	55	.....	
54 Niagara	B		.....	215	100	197	72	23	.....	
55 Niagara Falls South	B	2	.....	306	196	343	51	53	.....	
56 North Bay	B	2	.....	345	95	515	164	55	.....	
57 Norwood	B	8	1	384	.....	390	81	56	.....	

HIGH SCHOOLS—Continued

INFORMATION—Continued

	ment			Religious and other Exercises				Destination of Pupils					
	Value of equipment of gymnasium.	Value of museum, aquarium, etc.	Schools using authorized Scripture readings	Schools opened with prayer	Schools closed with prayer	Schools using Bible	Commencement exercises	Number who entered mercantile life	Number who became occupied with agriculture.	Number who entered the professions of law, medicine and the church	Number who became teachers	Number who entered any other profession	Number who left for other occupations
	$	$											
1	.....	.....	.....	1	.....	.....	.....	1	5	.....	11	.....	4
2	.....	.....	.....	1	.....	1	.....	16	5	.....	7	2	18
3	.....	.....	.....	1	.....	.....	.....	9	6	.....	2	5	16
4	92	.....	.....	1	.....	.....	1	9	9	1	11	.....	14
5	13	.....	.....	1	.....	.....	.....	1	4	1	14	1	9
6	.....	.....	.....	1	.....	1	1	2	8	.....	3	4	3
7	85	179	.....	1	.....	1	1	7	22	2	5	.....	10
8	.....	.....	.....	1	1	.....	.....	5	1	.....	2	4	1
9	.....	.....	.....	1	.....	.....	.....	25	2	2	2	8	9
10	14	.....	1	1	.....	.....	.....	6	5	.....	14	1	6
11	34	.....	.....	1	.....	1	1	12	10	3	3	.....	3
12	10	15	.....	1	.....	.....	1	8	14	5	10	.....	12
13	.....	.....	1	1	1	.....	.....	3	20	.....	4	1	1
14	.....	.....	1	1	.....	.....	1	2	4	2	3	.....	8
15	.....	22	1	1	.....	.....	1	6	7	2	5	.....	28
16	.....	10	.....	1	.....	.....	1	6	9	2	7	.....	23
17	.....	.....	.....	1	.....	.....	1	4	7	.....	1	.....	8
18	6	9	1	1	.....	1	1	9	6	.....	5	.....	10
19	.....	.....	1	1	.....	.....	.....	.....	1	4	4	.....	11
20	.....	50	1	1	.....	.....	.....	31	8	5	11	.....	28
21	150	.....	.....	.....	.....	.....	.....	8	2	2	2	.....	22
22	48	20	.....	1	.....	.....	1	3	5	.....	1	2	38
23	1	.....	.....	1	.....	.....	.....	17	11	1	3	4	6
24	.....	11	.....	1	.....	.....	.....	2	9	1	12	4	18
25	.....	1,500	1	1	1	1	1	7	1	.....	.....	4	12
26	53	50	1	1	.....	.....	1	3	16	1	6	5	7
27	.....	3	.....	1	.....	.....	.....	14	5	9	15	4	8
28	15	32	.....	1	.....	.....	.....	4	6	.....	8	4	7
29	.....	.....	1	1	1	.....	.....	10	.....	7	5	2	20
30	20	140	.....	1	.....	1	1	15	11	2	6	3	16
31	36	20	.....	1	.....	.....	1	7	16	.....	3	6	2
32	.....	.....	.....	1	.....	1	1	.....	2	.....	4	1	14
33	.....	7	1	1	1	1	1	6	5	1	3	1	13
34	.....	.....	.....	1	.....	.....	.....	3	8	.....	7	3	8
35	.....	16	.....	1	.....	.....	.....	2	.....	.....	.....	.....	2
36	3	10	.....	1	.....	.....	1	11	6	1	3	4	12
37	5	.....	.....	1	.....	1	1	1	1	1	3	.....	7
38	26	.....	.....	1	.....	.....	1	8	17	1	10	5	14
39	18	.....	.....	1	.....	1	.....	.....	4	2	18	2	24
40	.....	27	.....	1	.....	.....	.....	4	.....	1	2	.....	11
41	44	27	.....	1	.....	1	.....	15	13	.....	13	1	12
42	30	.....	1	1	.....	.....	.....	12	8	1	9	3	18
43	42	.....	.....	1	.....	.....	.....	12	17	2	21	7	20
44	8	11	.....	1	.....	.....	1	8	4	2	8	2	2
45	.....	8	1	1	.....	1	.....	4	4	1	12	3	4
46	.....	.....	1	1	.....	.....	.....	9	22	3	10	4	12
47	277	68	.....	1	.....	.....	.....	8	4	1	9	3	16
48	.....	84	.....	1	.....	.....	1	3	5	2	13	4	16
49	190	.....	1	1	1	.....	1	9	10	.....	4	1	15
50	10	.....	1	1	.....	.....	1	15	8	5	7	4	14
51	.....	.....	.....	1	.....	1	1	1	12	.....	6	.....	9
52	.....	.....	.....	1	.....	.....	.....	1	1	.....	1	8	13
53	97	17	.....	1	.....	.....	1	5	3	.....	6	17	20
54	14	.....	.....	1	.....	.....	1	2	4	1	.....	1	1
55	30	37	.....	1	.....	.....	.....	10	11	.....	1	.....	2
56	35	.....	.....	.....	.....	.....	.....	3	.....	2	5	4	40
57	.....	.....	1	1	.....	.....	1	1	14	2	7	4	14

COLLEGIATE INSTITUTES AND

III. TABLE K—MISCELLANEOUS

High Schools	Brick, stone or frame school house	Number of acres in playground	Schools under United Board	Value of library	Value of type-writers	Value of scientific apparatus	Value of charts, maps and globes	Value of models for drawing	Equip- Value of gymnasium (not including equipment)
				$	$	$	$	$	$
58 Oakville	B	4½	1	330	150	556	50	50	.....
59 Omemee	B	1½	1	303	.....	333	53	52	.....
60 Orangeville	B	2½	.....	687	.....	833	102	60	1,600
61 Oshawa	B	4½	1	357	620	740	104	55	49
62 Paris	B	4	1	473	212	798	108	50	.....
63 Parkhill	B	3	1	429	350	646	120	57	.....
64 Pembroke	B	3/5	1	337	.....	711	106	52	.....
65 Penetanguishene	B	10	.....	331	180	666	55	56	.....
66 Petrolea	B	1¾	.....	547	.....	656	51	48	.....
67 Plantagenet	B	1½	.....	182	.....	271	21	21	.....
68 Port Dover	B	1	1	491	100	519	50	50	.....
69 Port Elgin	B	1	.....	356	180	519	63	54	.....
70 Port Hope	B	1½	.....	801	415	963	111	53	.....
71 Port Perry	B	3	1	345	.....	688	58	56	.....
72 Port Rowan	B	2½	1	296	.....	404	64	36	.....
73 Prescott	B	1⅛	1	337	210	536	97	50	.....
74 Richmond Hill	B	⅓	1	334	65	423	51	67	.....
75 Rockland	B	3½	.....	324	.....	312	52	53	.....
76 Sault Ste. Marie	B	4½	.....	512	310	620	60	60	.....
77 Simcoe	F	5⅕	1	485	.....	833	144	50	.....
78 Smith's Falls	B	¾	1	640	.....	636	67	35	.....
79 Smithville	B	1½	.....	321	.....	465	53	50	.....
80 Stirling	B	1⅘	1	289	.....	362	53	56	.....
81 Streetsville	B	⅝	.....	309	195	380	60	51	.....
82 Sudbury	B	5	.....	479	.....	1,303	69	64	2,500
83 Sydenham	S	1½	.....	442	.....	496	73	61	.....
84 Thorold	B	2	.....	302	180	452	119	29	.....
85 Tillsonburg	B	2½	.....	347	150	587	91	76	.....
86 Toronto, Malvern	B	2⅞	1	469	.....	856	64	50	.....
87 Toronto, Oakwood	B	....	1	893	130	2,934	222	106	.....
88 Toronto, Riverdale	B	4½	1	842	.....	2,077	105	88	.....
89 Toronto, Technical	B	½	1	1,543	.....	7,741	75	1,089	.....
90 Trenton	B	3½	1	657	80	558	96	69	.....
91 Uxbridge	B	¾	1	390	.....	701	96	42	.....
92 Vienna	B	5	1	487	22	322	108	57	.....
93 Walkerton	B	1¼	.....	383	180	580	50	55	.....
94 Wardsville	B	1½	1	306	.....	330	88	51	.....
95 Waterdown	S	3¼	1	260	.....	403	58	50	.....
96 Waterford	B	3	.....	452	.....	611	94	53	.....
97 Watford	B	2	.....	370	90	635	132	50	.....
98 Welland	B	1½	.....	328	.....	686	67	58	.....
99 Weston	B	1	.....	324	50	450	105	40	.....
100 Wiarton	S	1	.....	355	.....	414	53	50	.....
101 Williamstown	B	3	.....	288	.....	362	73	51	.....
102 Wingham	B	3	.....	341	.....	455	60	49	.....
1 Totals, High Schools		48		45,398	8,477	68,255	7,819	6,455	7,894
2 Totals, Collegiate Institutes		26		46,203	18,741	61,441	6,240	2,957	118,618
3 Grand Totals, 1910		74		91,601	27,218	129,696	14,059	9,412	126,512
4 Grand Totals, 1909		73		86,257	25,292	118,764	12,975	8,415	84,809
5 Increases	.....	1		5,344	1,926	10,932	1,084	997	41,703
6 Decreases	.....	.....		.....	.....	.....	.....	.....	.....
7 Percentages	.....	50.68		.....	.....	.....	.....	.....	.....

HIGH SCHOOLS—Concluded

INFORMATION—Concluded

ment	Value of equipment of gymnasium	Value of museum, aquarium, etc	Religious and other Exercises: Schools using authorized Scripture readings	Schools opened with prayer	Schools closed with prayer	Schools using Bible	Commencement exercises	Destination of Pupils: Number who entered mercantile life	Number who became occupied with agriculture	Numberwhoentered the professions of law, medicine and the church	Number who became teachers	Number who entered any other profession	Number who left for other occupations
	$	$											
58	.....	.....	.....	1	.....	1	1	9	9	.....	3	5	11
59	.....	.....	.....	1	.....	.....	.....	1	8	.....	3	.....	9
60	.....	.....	.....	1	.....	.....	1	13	5	2	10	4	20
61	.....	10	1	1	.....	.....	.....	15	2	.....	2	.....	33
62	.....	15	1	1	1	1	1	9	5	3	.....	.....	13
63	44	25	.....	1	.....	.....	1	11	9	2	10	.....	7
64	.....	.....	.....	1	.....	.....	1	14	.....	2	5	4	16
65	.....	57	.....	1	.....	.....	.....	8	2	.....	.....	.....	25
66	.....	.....	1	1	.....	1	.....	4	3	1	10	.....	14
67	.....	.....	.....	1	1	.....	.....	2	1	.....	13	.....	3
68	8	.....	1	1	.....	.....	1	6	2	.....	3	.....	6
69	55	.....	.....	1	.....	.....	.....	3	2	1	2	.....	6
70	44	63	.....	1	.....	.....	1	13	8	3	15	4	6
71	30	10	.....	1	.....	.....	1	15	12	2	5	.....	.....
72	8	.....	1	1	1	.....	.....	2	2	2	2	1	2
73	29	50	.....	1	.....	.....	1	4	4	4	4	3	9
74	.....	.....	1	1	.....	1	.....	3	7	.....	.....	14	4
75	.....	18	.....	.....	.....	.....	.....	.....	.....	.....	4	1	12
76	12	15	.....	1	.....	.....	1	12	.....	5	12	.....	27
77	30	87	1	1	.....	1	1	20	9	3	7	3	18
78	.....	8	.....	1	.....	.....	1	13	3	5	11	2	20
79	.....	.....	.....	1	1	1	.....	3	5	1	3	2	10
80	.....	8	.....	1	1	1	.....	2	8	1	6	4	11
81	.....	.....	1	1	.....	1	1	5	6	.....	4	.....	3
82	74	86	.....	1	.....	.....	1	6	.....	3	.....	.....	.....
83	2	5	.....	1	.....	1	1	6	4	3	9	1	7
84	.....	.....	.....	1	.....	.....	.....	1	.....	.....	.....	1	23
85	30	150	.....	1	.....	1	.....	14	7	2	7	1	3
86	6	.....	1	1	.....	1	1	2	5	.....	1	2	30
87	9	.....	.....	1	.....	1	.....	41	.....	30	6	13	39
88	40	6	.....	1	1	1	1	35	1	6	10	9	31
89	.....	30	.....	1	.....	.....	1	232	.....	.....	.....	11	345
90	.....	27	.....	1	.....	1	1	18	3	2	12	1	7
91	.....	6	1	1	1	.....	.....	7	5	1	11	1	16
92	8	5	1	1	1	1	1	2	.....	.....	1	.....	4
93	7	15	1	.....	.....	.....	.....	15	1	.....	11	2	15
94	.....	.....	.....	1	.....	.....	.....	2	1	1	2	.....	11
95	.....	.....	.....	1	.....	.....	.....	.....	4	1	.....	.....	16
96	.....	43	.....	1	.....	1	.....	2	10	.....	6	3	.....
97	20	34	.....	1	.....	.....	1	19	24	.....	8	.....	3
98	.....	42	.....	1	.....	.....	1	23	11	3	5	1	25
99	.....	.....	.....	1	.....	1	1	7	11	2	3	.....	20
100	.....	.....	.....	1	.....	1	.....	6	11	1	4	2	.....
101	.....	.....	.....	1	.....	.....	.....	1	2	1	9	.....	11
102	.....	11	.....	1	.....	.....	.....	12	9	1	12	13	19
1	1,862	3,119	29	98	14	32	51	1,043	639	175	618	254	1,623
2	11,487	10,048	19	44	5	18	31	1,345	418	272	646	305	1,698
3	13,349	13,167	48	142	19	50	82	2,388	1,057	447	1,264	559	3,321
4	10,888	8,778	52	140	19	50	88	2,164	1,089	383	1,246	503	3,292
5	2,461	4,389	.....	2	.....	.....	.....	224	.....	64	18	56	29
6	.....	.....	4	.....	.....	.....	6	.....	32	.....	.....	.....	.....
7	.....	.....	32.87	97.26	13.01	34.24	56.16	26.42	11.69	4.94	13.98	6.18	36.75

TABLE L—PROTESTANT SEPARATE SCHOOLS

——	No. 1 Grattan	No. 2 Hagarty	No. 6 Plantagenet, North	No. 1 Tilbury, North	L'Original, Village	Penetanguishene, Town	Totals
Number of Schools	1	1	1	1	1	1	6
Receipts:	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Balances from 1909	411 04	5 00	3 04	307 60	107 13	50 90	884 71
Government grants	90 25	99 85	19 30	126 00	16 00	161 50	512 90
Municipal grants and assessments	461 29	557 75	259 30	370 85	443 19	18,200 00	20,292 38
Other sources	0 10	.....	135 00	.....	2 46	411 17	548 73
Totals	962 68	662 60	416 64	804 45	568 78	18,823 57	22,238 72
Expenditure:							
Teachers' salaries	400 00	370 75	305 00	393 00	442 04	2,366 25	4,277 04
School sites and buildings	.....	41 37	3 35	14 20	5 00	10,400 32	10,464 24
Libraries, maps, apparatus, etc.	.....	16 75	.....	.....	5 75	13 10	35 60
Other expenses	45 07	225 50	53 89	64 53	67 92	5,964 51	6,421 42
Totals	445 07	654 37	362 24	471 73	520 71	18,744 18	21,198 30
Balances on hand	517 61	8 23	54 40	332 72	48 07	79 39	1,040 42
Teachers:							
Male	.....	.....	.....	.....	.....	1	1
Female	1	1	1	1	1	4	9
Certificates	III	Dist.	Temp.	Temp.	II	5 II	6 II; 1 III; 1 Dist.; 2 Temp.
Salaries	$400	$450	$350	$400	$425	Male $800 Av. fem'le $475	Av. male: $800 Av. female: $436
Pupils:							
Total number attending	38	60	10	22	28	261	419
Boys	21	30	6	10	20	138	225
Girls	17	30	4	12	8	123	194
Average attendance	20	32	4	11	15	167	249
No. in Primer	10	23	2	4	6	72	117
" 1st Book	7	10	1	3	3	40	64
" 2nd "	6	10	2	5	3	57	83
" 3rd "	6	8	3	5	8	41	71
" 4th "	7	9	2	5	5	51	79
" beyond 4th Book	2	.....	.....	.....	3	.....	5
" in Art	38	60	10	22	28	261	419
" Geography	21	37	7	15	19	149	248
" Music	38	60	.....	.....	.....	261	359
" Literature	21	37	6	15	22	261	362
" Composition	21	37	7	15	19	261	360
" Grammar	21	27	1	10	12	92	163
" English History	9	17	4	5	8	72	115
" Canadian History	15	27	4	10	16	149	221
" Physiology & Hygiene	38	60	4	22	16	261	401
" Nature Study	38	60	10	22	22	261	413
" Physical Culture	38	60	10	.....	28	261	397
" Bookkeeping	2	.....	.....	.....	.....	.....	2
" Arith. & Mensuration.	2	.....	.....	.....	.....	.....	2
" Algebra	2	.....	.....	.....	.....	.....	2
" Geometry	2	.....	.....	.....	.....	.....	2
" Elementary Science	2	.....	.....	.....	.....	.....	2
" Commercial Course	2	.....	.....	.....	.....	.....	2
Brick or frame school house	Frame.	Frame.	Frame.	Brick.	Brick.	Brick.	3 Bk.; 3 Fr.
Number of maps	5	5	11	10	14	11	56
Number of globes	1	1	1	1	1	1	6

TABLE M—REPORT ON KINDERGARTENS

Municipality	Number of Kindergartens	Number of Teachers	Head Directors	Assistants	Average Salary, Head Directors	Average Salary, Assistants	Number of Pupils attending	Average daily attendance
Cities:					$	$		
Brantford	5	12	5	7	425	232	559	196
Chatham	3	6	3	3	475	317	328	111
Fort William	5	10	5	5	660	300	289	164
Guelph	1	2	1	1	500	225	146	44
Hamilton	14	20	14	6	615	316	1,592	568
Kingston	5	5	5	.....	395	.....	271	146
London	28	23	21	2	585	450	1,647	583
Ottawa	19	40	23	17	548	376	*1,787	680
Peterborough	5	6	5	1	495	400	376	127
Port Arthur	1	2	1	1	650	375	93	34
St. Catharines	3	3	2	1	477	396	316	101
St. Thomas	5	6	3	3	525	342	421	165
Stratford	3	6	1	5	615	324	401	142
Toronto	58	154	58	96	611	422	8,341	2,742
Towns:								
Aylmer	1	2	1	1	400	175	95	43
Barrie	1	1	1	.....	500	.....	64	23
Berlin	7	7	7	.....	493	.....	325	213
Cobourg	1	2	1	1	425	150	104	41
Collingwood	1	2	1	1	425	200	120	39
Dundas	1	1	1	.....	500	.....	83	23
Galt	2	2	2	.....	550	.....	105	74
†Goderich	1	1	1	.....	425	.....	42	9
Hespeler	1	1	1	.....	500	.....	56	32
Ingersoll	1	1	1	.....	450	.....	98	35
Listowel	1	1	1	.....	380	.....	75	24
North Bay	1	2	1	1	500	350	70	33
Owen Sound	3	5	3	2	400	250	419	155
Paris	1	1	1	.....	350	.....	94	35
Picton	1	1	1	.....	400	.....	90	29
Preston	1	1	1	.....	450	.....	65	47
Simcoe	1	1	1	.....	400	.....	114	25
Tillsonburg	1	1	1	.....	450	.....	94	33
† Walkerville	1	2	1	1	500	250	52	18
Waterloo	2	2	2	.....	450	.....	89	71
Welland	2	2	1	1	566	160	122	41
Totals, 1910	187	334	178	156	555	382	18,943	6,846
Totals, 1909	165	312	165	147	534	385	17,816	6,523
Increases	22	22	13	9	21	.....	1,127	323
Decrease	.....	.....	.....	.....	.....	3	.....	.....

* Figures of preceding year.

† School opened in September.

TABLE N—REPORT ON NIGHT SCHOOLS

	Number of Night Schools	Teachers	Pupils attending	Average daily attendance
Fort William	2	4	93	14
Port Arthur	1	2	61	12
St. Catharines	1	2	50	7
Toronto	19	38	1,441	311
Totals	23	46	1,645	344

TABLE O—REPORT ON TRUANCY

Cities	Number of children otherwise employed during school hours	Number of cases of truancy reported to the Truant Officers	Number of notices sent by Truant Officers to parents or guardians	Number of complaints made before Police Magistrates or J.P's	Number of convictions	Number of complaints entered by Truant Officers against parents, guardians or corporations	Number of children reported by Teachers as not attending any school
Belleville	10	255	3	.....	.....	.....	3
Brantford	13	58	80	8	1	8	.....
Chatham	6	277	*277	1	1	1	10
Fort William	.....	30	5	1	.....	.....	29
Guelph	.....	14	18	.....	.....	.....	6
Hamilton	.....	167	755	35	3	35	.....
Kingston	.....	.....	94	11	.....	.....	11
London	15	7	54	13	12	5	25
Niagara Falls	2	5	62	1	1	1	2
Ottawa	12	378	78	.....	.....	.....	13
Peterborough	2	122	116	2	2	.....	2
Port Arthur	.....	.....	23	.....	.....	.....	23
St. Catharines	.....	50	50	2	2	2	.....
St. Thomas	.....	54	30	3	2	.....	.....
Stratford	.....	.....	297	10	10	56	.....
Toronto	102	8,071	155	25	24	25	20
Windsor	.....	539	545	1	1	1	5
Woodstock	.....	1	59	3	.....	.....	.....
Towns							
Alliston	.....	2	2	.....	.....	.....	.....
Almonte	.....	35	35	2	2	2	2
Amherstburg	.....	4	4	1	.....	.....	.....
Aurora	.....	1	.....	.....	.....	.....	.....
Barrie	.....	16	10	1	1	.....	2
Berlin	6	5	26	.....	.....	.....	118
Blenheim	.....	.....	3	.....	.....	.....	8
Blind River	.....	8	12	.....	.....	.....	4
Bothwell	.....	1	1	.....	.....	1	.....
Bowmanville	2	30	20	.....	.....	.....	30

* Verbal notices.

TABLE O—REPORT ON TRUANCY—Continued

Towns—Continued	Number of children otherwise employed during school hours	Number of cases of truancy reported to the Truant Officers	Number of notices sent by Truant Officers to parents or guardians	Number of complaints made before Police Magistrates or J.P's	Number of convictions	Number of complaints entered by Truant Officers against parents, guardians or corporations	Number of children reported by Teachers as not attending any school
Bracebridge		16	1				1
Brampton		3	3				3
Brockville		49	49	4		4	
Campbellford			10			10	
Carleton Place		15	5				4
Chesley		4	*4				
Cobourg			7	3	3		7
Collingwood		84	84	12	4	12	
Copper Cliff	2	4	10				
Cornwall		20	20				
Deseronto	1		20				
Dresden		24	24				
Dundas			16	1	1	1	18
Dunnville	2		2			2	2
Durham	1	4	5			1	
Englehart		5	4				
Essex		5	5			5	
Forest	1	8	3				3
Fort Frances			2	1		1	2
Galt	2	6	18	3	3	3	2
Gravenhurst		15	12				
Haileybury	1		17				17
Hespeler	4	20	20	5		5	
Ingersoll		6	6				6
Kenora		34	34	2	2	2	
Kincardine		3					
Leamington		54	5			5	
Lindsay		34	34	2		2	
Listowel		1	3				3
Mattawa	6		20				
Meaford		2	2				2
Midland		23	18	1	1		23
Mitchell			1				2
Napanee		23	23				
New Liskeard	2	8	8	1		1	
Newmarket		8	8	1			14
Niagara		11					5
North Bay			16	2	2	9	18
North Toronto		3	3				1
Oakville	5	14	12			5	7
Orangeville	46	12	*24				8
Oshawa							6
Owen Sound	4	20	*204	2	1	10	
Paris	2	7	5				3
Parkhill			4				4
Parry Sound		36	36	1	1	36	36
Pembroke		4		2	2		
Perth		4	2				
Picton	12	81	5	6	2	2	
Port Hope		6	2				
Prescott		1				4	
Preston			2				

* Verbal notices

TABLE O—REPORT ON TRUANCY—Continued

Towns—Continued	Number of children otherwise employed during school hours	Number of cases of truancy reported to the Truant Officers	Number of notices sent by Truant Officers to parents or guardians	Number of complaints made before Police Magistrates or J.P's	Number of convictions	Number of complaints entered by Truant Officers against parents, guardians or corporations	Number of children reported by Teachers as not attending any school
St. Mary's		6	6				
Sandwich		4					
Sarnia		3					
Sault Ste. Marie	5	363	337	8	8		11
Seaforth		3	3				
Simcoe	1	8	6				9
Southampton		3	2				3
Steelton		2	2				
Thessalon	5		5	6		4	
Thorold		3	3	3			3
Tilbury		8	8				6
Tillsonburg		24	30	2	2		24
Trenton	2	12	9				1
Vanleek Hill		1	3				2
Wallaceburg	10	40	20	2	2	8	2
Walkerville		2	2				
Waterloo	2	8	8			4	
Welland	3	185	59	1	1		22
Whitby		11	11	1	1		9
Wiarton		19	34	4		3	4
Villages							
Ailsa Craig		3	3				
Bayfield		2	6	1			
Blyth			*				
Bobcaygeon							1
Bolton		3	3				
Bradford		10	6	4			2
Bridgeburg		7	*7				5
Brighton			2				
Burk's Falls		4	4				
Caledonia		13	21	1		1	
Chippawa		3	3				3
Cobden		8	8				
Coiborne			10				
Coldwater	3	10	10	1		13	
Courtright		5	5				5
Drayton		8	8				
Eganville				3	3		
Elora	4	8	5				8
Embro		3	3				
Exeter		1					
Fenelon Falls			6			3	
Fergus	1	5	2	1	1	1	
Fort Erie		20	5				
Georgetown		9	*9	1		1	
Glencoe	3	5	2			2	6
Havelock							2

* Verbal notices.

TABLE O—REPORT ON TRUANCY—Concluded

Villages—Cont'd	Number of children otherwise employed during school hours	Number of cases of truancy reported to the Truant Officers	Number of notices sent by Truant Officers to parents or guardians	Number of complaints made before Police Magistrates or J.P's	Number of convictions	Number of complaints entered by Truant Officers against parents, guardians or corporations	Number of children reported by Teachers as not attending any school
Jarvis		9	9				
Markdale		10	*10				10
Markham							3
Merrickville						1	
Merritton		1					
Millbrook		23	7				
Milverton	1		3				1
Morrisburg		6	2				
Newbury		5	5				
New Hamburg		6	*6			3	
Norwood		4	3				
Oil Springs		5	8				3
Point Edward		3					
Port Colborne		8	32	2	1		
Port Dover		13	20				13
Port Elgin		2	2				
Springfield		1	*1				
Stirling			2				2
Streetsville		8	8				
Sutton		6	10				2
Tara		1	1				
Tweed	4			2		7	
Wardsville							3
Watford	1	1	1				1
Wellington	4	6	2				5
Winchester	2	3	3				3
Woodville	1	2				3	
Wyoming			1			1	
Townships							
Brantford	15	120	1				
Burford	8	65	13				
Totals	336	11,947	4,458	212	103	312	684

* Verbal notices.

NOTE.—Urban municipalities not in this table either reported no truants or did not report at all.

TABLE P—GENERAL

A General Statistical Abstract, exhibiting the comparative state and progress of Collegiate Institutes), also Normal and Normal Model Schools, from the year

No.	Subjects compared	1867	1872	1877	1882
1	Population	....	1,620,851	.....	1,926,922
2	School population between the ages of five and sixteen years, up to 1882 (and five to twenty-one subsequently)	447,726	495,756	494,804	483,817
3	High Schools (including Collegiate Institutes)	102	104	104	104
4	*Normal College and Normal and Normal Model Schools	3	3	4	6
5	Total Public Schools in operation	4,261	4,490	4,955	5,013
6	Total Roman Catholic Separate Schools	161	171	185	190
7	Grand total of above schools in operation	4,527	4,768	5,248	5,313
8	Total pupils attending High Schools (including Collegiate Institutes)	5,696	7,968	9,229	12,348
9	†Total pupils attending Continuation Schools	.....	.....	.....	.....
10	Total students and pupils attending *Normal College, Normal and Normal Model Schools	800	800	900	1,059
11	Total pupils attending Public Schools	382,719	433,256	465,908	445,364
12	Total pupils attending Roman Catholic Separate Schools	18,924	21,406	24,952	26,148
13	Grand Total of students and pupils attending High, Public, Separate Schools,*Normal College, Normal and Normal Model Schools	408,139	463,430	500,989	484,919
14	Total amount paid for the salaries of Public and Separate School teachers	$1,093,516	1,371,594	2,038,099	2,144,448
15	Total amount paid for the erection and repairs of Public and Separate School houses, and for libraries, apparatus, books, fuel, stationery, etc	$379,672	835,770	1,035,390	882,526
16	Grand total paid for Public and Separate School Teachers' salaries, the erection and repairs to School houses, and for libraries, apparatus, etc	$1,473,188	2,207,364	3,073,489	3,026,974
17	Total amount paid for High School (and Collegiate Institute) Teachers' salaries	$94,820	141,812	211,607	253,864
18	Total amount paid for erection and repair of High School (and Collegiate Institute) houses, maps, apparatus, prizes, fuel, books, etc	$19,190	31,360	51,417	89,857
19	Grand total paid for educational purposes as above	$1,587,198	2,380,536	3,336,513	3,370,695
20	Total Public and Separate School Teachers	4,890	5,476	6,468	6,857
21	Total Male Teachers	2,849	2,626	3,020	3,062
22	Total Female Teachers	2,041	2,850	3,448	3,795

* Normal College was closed in June, 1907, the training of teachers of the higher grades and at Queen's University, Kingston.

STATISTICAL ABSTRACT

Education in Ontario, as connected with Public, Separate and High Schools (including 1867 to 1910, compiled from the Returns in the Department of Education

No.	1887	1892	1897	1902	1907	1909	1910
1	.....	2,114,321	.....	2,167,938	.....	.....	.....
2	611,212	595,238	590,055	584,512	590,285	599,291	599,541
3	112	128	130	134	143	145	145
4	6	6	7	8	7	9	9
5	5,277	5,577	5,574	5,671	5,819	5,913	5,924
6	229	312	340	391	449	467	484
7	5,624	6,023	6,051	6,204	6,418	6,534	6,562
8	17,459	22,837	24,390	24,472	30,331	33,101	32,612
9	.....	.....	.....	.....	4,744	5,866	5,917
10	1,204	1,270	1,492	1,709	1,407	2,138	2,218
11	462,839	448,204	441,157	420,094	413,510	420,428	422,470
12	30,373	37,466	41,620	45,964	51,502	55,034	57,263
13	511,875	509,777	508,659	492,239	496,750	510,701	514,563
14	2,458,540	2,752,628	2,886,061	3,198,132	4,389,524	5,008,542	5,310,039
15	1,283,565	1,301,289	1,329,609	1 627,028	3,166,655	3,132,881	4,033,163
16	3,742,105	4,053,917	4,215,670	4,825,160	7,556,179	8,141,423	9,343,202
17	327,452	470,828	532,837	547,402	783,782	941,657	1,043,585
18	168,160	215,871	183,139	222,278	429,915	679,980	592,581
19	4,237,717	4,740,616	4,931,646	5,594,840	8,769,876	9,763,060	10,979,368
20	7,594	8,480	9,128	9,631	10,200	10,586	10,852
21	2,718	2,770	2,784	2,311	1,813	1,747	1,696
22	4,876	5,710	6,344	7,320	8,387	8,839	9,156

being carried on thereafter by the Faculties of Education at the University of Toronto

† Included in Public and Separate Schools.

APPEN

TEACHERS'

FINANCIAL

Name of Institute	Number of Institutes	Number of members	Receipts		
			Government grant	Municipal grant	Members' fees
			$ c.	$ c.	$ c.
1 Algoma, East	1	39	50 00	.....	.....
2 Algoma, West	1	82	50 00	.....	.....
3 Brant	1	93	25 00	25 00	.....
4 Bruce, East	1	116	25 00	25 00	.....
5 Bruce, West	1	100	25 00	25 00	2 11
6 Carleton, East	1	68	25 00	25 00	34 00
7 Carlton, West, and Lanark, East	1	79	25 00	25 00	.....
8 Dufferin	1	123	25 00	25 00	.....
9 Dundas	1	112	25 00	24 90	48 50
10 Durham	1	150	25 00	.....	.....
11 Elgin, East	1	104	25 00	25 00	.....
12 Elgin, West	1	91	.....	.....	25 50
13 Essex, North	1	65	25 00	50 00	.....
14 Essex, South	1	120	25 00	50 00	20 50
15 Frontenac	1	101	25 00	25 00	.....
16 Glengarry	1	97	25 00	30 00	.....
17 Grenville	1	110	25 00	25 00	.....
18 Grey, East	1	25	25 00	25 00	6 25
19 Grey, South	1	59	25 00	25 00	14 75
20 Grey, West	1	103	25 00	25 00	17 75
21 Haliburton	1	60	.....	.....	.....
22 Haldimand	1	114	25 00	25 00	.....
23 Halton	1	93	25 00	25 00	.....
24 Hastings, Centre	1	96	25 00	25 00	.....
25 Hastings, North	1	54	25 00	25 00	.....
26 Hastings, South	1	130	25 00	25 00	.....
27 Huron, East	1	138	25 00	25 00	.....
28 Huron, West	1	75	25 00	25 00	13 90
29 Kenora	1	38	25 00	.....	.....
30 Kent, East	1	107	25 00	25 00	.....
31 Kent, West	1	119	25 00	25 00	.....
32 Lambton, East	1	106	25 00	25 00	26 50
33 Lambton, West	1	125	25 00	25 00	.....
34 Lanark, West	1	111	25 00	25 00	19 55
35 Leeds, East	1	76	25 00	25 00	19 00
36 Leeds, West	1	101	25 00	25 00	11 25
37 Lennox and Addington	1	104	25 00	.....	15 25
38 Lincoln	1	105	25 00	25 00	.....
39 Manitoulin, East	1	23	.....	.....	.....
40 Manitoulin, West	1	33	.....	.....	.....
41 Middlesex, East	1	104	25 00	35 00	26 00
42 Middlesex, West	1	104	25 00	100 00	52 00
43 Muskoka	1	143	50 00	.....	.....
44 Nipissing (North Bay)	1	51	50 00	.....	12 75
45 Nipissing (Temiskaming)	1	66	50 00	.....	33 00
46 Norfolk	1	145	25 00	50 00	.....
47 Northumberland	1	150	25 00	.....	.....
48 Ontario, North	1	70	50 00	25 00	15 75

DIX B

INSTITUTES

STATEMENT

	Receipts—Continued		Expenditure			
	Balances and other sources	Total receipts	Printing, postage, etc.	Libraries, educational journals, etc.	Miscellaneous	Total expenditure	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	2 00	52 00	9 20	.....	30 45	39 65	12 35
2	91 95	141 95	21 95	.....	26 50	48 45	93 50
3	136 85	186 85	8 55	.....	44 10	52 65	134 20
4	167 72	217 72	2 46	2 64	10 00	15 10	202 62
5	134 24	186 35	7 40	3 86	26 00	37 26	149 09
6	21 90	105 90	11 10	.....	74 63	85 73	20 17
7	39 27	89 27	14 73	.....	26 08	40 81	48 46
8	53 53	103 53	6 50	34 98	36 00	77 48	26 05
9	206 83	305 23	6 02	.....	121 04	127 06	178 17
10	52 39	77 39	6 56	.....	37 50	44 06	33 33
11	227 50	277 50	5 50	.....	49 10	54 60	222 90
12	.....	25 50	2 78	.....	12 30	15 08	10 42
13	154 94	229 94	5 48	.....	49 00	54 48	175 46
14	86 76	182 26	74 18	.....	27 65	101 83	80 43
15	.....	50 00	3 50	4 00	36 68	44 18	5 82
16	10 59	65 59	14 46	.....	30 15	44 61	20 98
17	82 50	132 50	11 40	.....	26 50	37 90	94 60
18	108 29	164 54	5 75	21 00	29 80	56 55	107 99
19	190 71	255 46	5 30	38 65	15 00	58 95	196 51
20	106 44	174 19	6 00	.....	80 35	86 35	87 84
21	93 89	93 89	3 81	.....	13 97	17 78	76 11
22	301 03	351 03	10 60	.....	18 00	28 60	322 43
23	90 95	140 95	6 55	41 25	25 55	73 35	67 60
24	132 72	182 72	13 42	.....	55 30	68 72	114 00
25	50 00	100 00	4 64	.....	1 51	6 15	93 85
26	99 94	149 94	6 20	.....	20 00	26 20	123 74
27	71 08	121 08	7 00	.....	37 45	44 45	76 63
28	106 20	170 10	26 50	.....	39 15	65 65	104 45
29	26 30	51 30	5 50	.....	8 25	13 75	37 55
30	164 13	214 13	11 92	.....	47 60	59 52	154 61
31	184 55	234 55	7 44	.....	55 80	63 24	171 31
32	5 49	81 99	7 50	.....	52 25	59 75	22 24
33	84 42	134 42	6 12	.....	45 35	51 47	82 95
34	118 22	187 77	9 75	32 45	73 60	115 80	71 97
35	37 46	106 46	3 30	8 75	36 70	48 75	57 71
36	104 17	165 42	6 93	15 00	27 00	48 93	116 49
37	71 31	111 56	10 16	.....	70 30	80 46	31 10
38	85 54	135 54	5 34	.....	65 68	71 02	64 52
39	54 25	54 25	3 45	.....	10 80	14 25	40 00
40	88 80	88 80	3 85	33 78	44 35	81 98	6 82
41	18 77	104 77	49 60	.....	30 45	80 05	24 72
42	93 61	270 61	38 39	.....	134 50	172 89	97 72
43	111 21	161 21	4 75	.....	22 85	27 60	133 61
44	29 80	92 55	9 00	.....	39 80	48 80	43 75
45	.....	83 00	10 32	.....	22 30	32 62	50 38
46	76 63	151 63	50 72	.....	18 50	69 22	82 41
47	132 77	157 77	7 75	.....	58 55	66 30	91 47
48	19 96	110 71	4 50	.....	56 10	60 60	50 11

TEACHERS'

FINANCIAL

Name of Institute—Continued	Number of Institutes	Number of members	Receipts		
			Government grant	Municipal grant	Members' fees
			$ c.	$ c.	$ c.
49 Ontario, South	1	78	25 00	25 00	.....
50 Oxford	1	36	25 00	25 00	9 00
51 Parry Sound, East	1	20	50 00	.....	5 00
52 Parry Sound, West	1	27	.....	.....	9 25
53 Peel	1	98	25 00	25 00	.....
54 Perth	1	124	25 00	25 00	62 00
55 Peterborough	1	122	25 00	25 00	.....
56 Prescott and Russell	1	101	50 00	25 00	.....
57 Prince Edward	1	91	25 00	25 00	.....
58 Rainy River	1	43	50 00	.....	.....
59 Renfrew, North	1	116	25 00	25 00	.....
60 Renfrew, South	1	117	.....	.....	.....
61 Simcoe, East	1	107	25 00	25 00	.....
62 Simcoe, North	1	115	25 00	25 00	22 25
63 Simcoe, South West	1	46	25 00	25 00	11 50
64 Stormont	1	97	25 00	25 00	24 25
65 Sudbury	1	28	.....	.....	.....
66 Thunder Bay	1	122	50 00	.....	.....
67 Victoria, East	1	59	25 00	.....	.....
68 Victoria, West	1	89	.....	.....	.....
69 Waterloo	1	175	25 00	25 00	79 75
70 Welland	1	126	25 00	.....	.....
71 Wellington, North	1	87	25 00	25 00	21 75
72 Wellington, South	1	131	25 00	25 00	.....
73 Wentworth	1	78	.....	.....	58 00
74 York, North	1	49	.....	25 00	12 25
75 York, South	1	83	25 00	25 00	20 75
76*Ontario Educational Association	1	918	2,000 00	.....	458 75
Cities					
77 Brantford	1	72	25 00	25 00	.....
78 Hamilton	1	225	25 00	25 00	56 25
79 Kingston	1	61	25 00	25 00	16 00
80 London	1	177	25 00	25 00	87 00
81 Ottawa	1	300	25 00	50 00	93 50
82 Peterborough	1	89	25 00	25 00	32 00
83 St. Catharines	1	28	25 00	25 00	.....
84 Stratford	1	55	.....	.....	62 40
85 Toronto	1	933	25 00	25 00	478 50
86 Windsor and Walkerville	1	67	25 00	25 00	17 25
Totals, 1910	86	9,768	4,100 00	1,714 90	2,051 71
Totals, 1909	84	9,524	3,150 00	2,040 00	1,931 29
Increases	2	244	950 00	.....	120 42
Decrease	.....	.....	.....	325 10	.....

*Statement for 1910-11.

INSTITUTES—Concluded

STATEMENT—Concluded

	Receipts—Continued		Expenditure				
	Balances and other sources	Total receipts	Printing, postage, etc	Libraries, educational journals, etc.	Miscellaneous	Total expenditure	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
49	174 32	224 32	7 40	.....	47 00	54 40	169 92
50	75 25	134 25	7 78	.....	48 19	55 97	78 28
51	24 20	79 20	4 05	.....	1 15	5 20	74 00
52	29 21	38 46	5 62	11 00	5 13	21 75	16 71
53	35 01	85 01	4 64	.....	22 97	27 61	57 40
54	73 29	185 29	32 08	.....	92 15	124 23	61 06
55	53 74	103 74	6 58	.....	45 25	51 83	51 91
56	9 60	84 60	36 32	.....	18 20	54 52	30 08
57	63 83	113 83	2 25	13 42	17 25	32 92	80 91
58	83 53	133 53	10 13	.....	.....	10 13	123 40
59	39 00	89 00	8 50	.....	35 30	43 80	45 10
60	38 99	38 99	9 25	.....	29 60	38 85	0 14
61	35 10	85 10	9 80	1 50	44 35	55 65	29 45
62	96 28	168 53	8 00	.....	49 95	57 95	110 58
63	35 65	97 15	7 00	27 50	38 00	72 50	24 65
64	95 12	169 37	17 95	.....	44 66	62 61	106 76
65	61 30	61 30	3 90	.....	7 00	10 90	50 40
66	115 50	165 50	7 70	.....	.....	7 70	157 80
67	170 36	195 36	0 75	9 00	33 70	43 45	151 91
68	183 72	183 72	5 05	26 25	.....	31 30	152 42
69	109 13	238 88	18 40	.....	96 18	114 58	124 30
70	248 80	273 80	13 95	.....	151 40	165 35	108 45
71	162 21	233 96	9 35	62 50	60 70	132 55	101 41
72	50 94	100 94	6 79	.....	42 80	49 59	51 35
73	35 86	93 86	13 74	.....	68 40	82 14	11 72
74	155 70	192 95	43 50	22 25	15 40	81 15	111 80
75	38 90	109 65	22 62	.....	9 25	31 87	77 78
76*	763 64	3,222 39	1,205 88	.....	620 50	1,826 38	1,396 01
77	124 67	174 67	1 00	27 00	33 55	61 55	113 12
78	6 40	112 65	6 95	.....	80 57	87 52	25 13
79	20 17	86 17	5 27	24 99	55 00	85 26	0 91
80	378 56	515 56	49 76	.....	352 53	402 29	113 27
81	744 54	913 04	34 60	.....	500 05	534 65	378 39
82	183 92	265 92	7 67	77 08	13 50	98 25	167 67
83	70 76	120 76	0 47	25 00	14 50	39 97	80 79
84	117 48	179 88	5 03	132 22	13 90	151 15	28 73
85	2,058 89	2,587 39	70 59	215 25	748 11	1,033 95	1,553 44
86	35 88	103 13	6 92	3 00	38 25	48 17	54 96
	11,127 06	18,993 67	2,281 07	914 32	5,414 93	8,610 32	10,383 35
	9,314 41	16,435 70	2,214 56	824 48	4,400 02	7,439 06	8,996 64
	1,812 65	2,557 97	66 51	89 84	1,014 91	1,171 26	1,386 71
	.....	.....	.....	.....	.....	.....	.....

* Statement for 1910-11.

APPENDIX C

ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS

ENTRANCE EXAMINATION, JUNE 1911

Collegiate Institutes	Examined	Passed
Barrie	106	75
Berlin	190	147
Brantford	222	151
Brockville	121	100
Chatham	175	109
Clinton	52	39
Cobourg	90	43
Collingwood	120	81
Fort William	82	51
Galt	175	137
Goderich	80	60
Guelph	115	100
Hamilton	560	359
Ingersoll	101	64
Kingston	184	133
Lindsay	131	103
London	417	325
Morrisburg	65	28
Napanee	110	21
Niagara Falls	59	48
Orillia	95	74
Ottawa	576	416
Owen Sound	182	113
Perth	98	63
Peterborough	187	143
Picton	114	58
Port Arthur	62	42
Renfrew	97	52
Ridgetown	59	31
St. Catharines	87	68
St. Mary's	103	65
St. Thomas	139	104
Sarnia	133	96
Seaforth	85	46
Stratford	188	125
Strathroy	130	95
Toronto, Harbord	316	232
Toronto, Parkdale	272	226
Toronto, Jarvis	266	157
Toronto, Humberside	154	91
Vankleek Hill	67	35
Whitby	64	41
Windsor	183	149
Woodstock	169	103
Totals	6,981	4,799

High Schools	Examined	Passed
Alexandria	65	31
Almonte	54	37
Arnprior	63	27
Arthur	66	25
Athens	82	41
Aurora	48	27
Aylmer	86	50
Beamsville	52	25
Belleville	114	49
Bowmanville	45	32
Bradford	37	16
Brampton	88	49
Brighton	29	19
Caledonia	43	18
Campbellford	65	39
Carleton Place	83	50
Cayuga	37	13
Chesley	47	41
Colborne	38	28
Cornwall	167	104
Deseronto	29	16
Dundas	48	46
Dunnville	59	39
Dutton	63	27
Elora	38	25
Essex	94	49
Fergus	55	30
Forest	61	36
Gananoque	77	41
Georgetown	39	18
Glencoe	58	37
Gravenhurst	31	24
Grimsby	24	19
Hagersville	58	35
Haileybury	41	23
Harriston	28	22
Hawkesbury	31	12
Iroquois	63	29
Kemptville	51	23
Kenora	34	31
Kincardine	68	43
Leamington	66	45
Listowel	94	53
Lucan	96	52
Madoc	52	28
Markham	85	52
Meaford	76	45
Midland	43	39
Mitchell	88	62
Mount Forest	74	46
Newburgh	88	41
Newcastle	28	13
Newmarket	56	35
Niagara	23	12
Niagara Falls, South	69	49
North Bay	64	39
North Toronto	58	42
Norwood	46	27
Oakville	43	18
Omemee	29	17
Orangeville	56	41
Oshawa	88	48
Paris	64	41
Parkhill	69	32
Pembroke	102	75
Penetanguishene	32	23

ENTRANCE EXAMINATION, JUNE 1911—Continued

High Schools—Concluded	Examined	Passed
Petrolea	55	39
Plantagenet	42	19
Port Dover	25	18
Port Elgin	46	38
Port Hope	79	67
Port Perry	40	23
Port Rowan	42	16
Prescott	63	44
Richmond Hill	41	32
Rockland	32	16
Sault Ste. Marie	83	64
Simcoe	111	66
Smith's Falls	103	65
Smithville	18	12
Stirling	51	29
Streetsville	20	17
Sudbury	60	23
Sydenham	48	14
Thorold	46	28
Tillsonburg	72	30
Toronto, Malvern	79	42
Toronto, Oakwood	230	174
Toronto, Technical	45	27
Toronto, Riverdale	160	117
Trenton	75	38
Uxbridge	59	17
Vienna	29	15
Walkerton	56	38
Wardsville	25	16
Waterdown	41	32
Waterford	51	33
Watford	58	36
Welland	70	30
Weston	61	40
Wiarton	51	32
Williamstown	37	12
Wingham	69	47
Totals	6,221	3,727
Other Places		
Aberfoyle	41	24
Abingdon	9	3
Acton	32	13
Alliston	61	20
Alvinston	43	18
Ameliasburg	30	11
Amherstburg	23	10
Ancaster	52	28
Angus	18	10
Apsley	3	2
Arkona	21	8
Ashton	22	6
Aultsville	20	11
Avonmore	45	20
Ayr	29	17
Ayton	15	8
Bailieboro	19	13
Bancroft	49	17
Barriefield	34	15

Other Places—Continued	Examined	Passed
Bath	41	6
Battersea	11	7
Bayfield	8	6
Beachburg	48	20
Beaverton	30	13
Beeton	21	9
Belleville, County Centre	131	57
Belle River	10	5
Belmont	56	18
Bethany	17	13
Billings' Bridge	14	5
Binbrook	14	11
Blackstock	28	14
Blenheim	72	31
Blind River	14	6
Blyth	30	16
Bobcaygeon	19	10
Bolton	40	17
Bothwell	30	12
Bowesville	13	11
Bracebridge	94	45
Bridgeburg	41	28
Brigden	28	12
Bruce Mines	31	17
Brussels	38	26
Burford	29	12
Burgessville	28	14
Burk's Falls	44	19
Burlington	30	16
Burritt's Rapids	8	1
Byng Inlet	15	1
Cannington	34	18
Cardinal	29	12
Cargill	19	10
Carp	33	18
Castleton	21	12
Cataraqui	40	11
Chapleau	22	10
Caledon, East	33	13
Chatsworth	47	20
Chesterville	64	23
Claremont	17	8
Clifford	16	7
Cobalt	39	18
Cobden	57	24
Cochrane	10	3
Coldwater	29	16
Comber	17	10
Cookstown	17	10
Copper Cliff	17	8
Courtright	36	12
Crediton	20	18
Creemore	21	12
Crosshill	11	8
Cumberland	32	13
Dalkeith	21	5
Dashwood	12	5
Delhi	59	26
Delta	60	25
Denbigh	4	1

ENTRANCE EXAMINATION, JUNE 1911—Continued

Other Places—Continued	Examined	Passed	Other Places—Continued	Examined	Passed
Desbarats	11	6	Keewatin	10	8
Dickenson's Landing	27	9	Kilmaurs	11	8
Dorchester Station	63	39	Kimberley	16	5
Drayton	37	22	King	17	10
Dresden	52	36	Kingsville	25	19
Dromore	16	5	Kinmount	17	8
Drumbo	20	9	Kintail	25	16
Dryden	10	7	Kirkfield	52	39
Dundalk	45	20	Kleinburg	15	8
Dungannon	34	15	Lakefield	50	39
Durham	63	34	Lanark	74	39
Eastview	21	7	Lancaster	19	5
Easton's Corners	8	2	Latchford	10	1
Edgar	15	9	Laurel	26	9
Eganville	91	43	Lemonville	15	8
Elmira	42	21	Lion's Head	19	8
Elmvale	30	15	Little Current	19	10
Embro	31	16	London East	191	135
Embrun	18	2	Loring	9	4
Emo	6	4	Lucknow	34	16
Englehart	13	6	Macdonald Consolidated	30	15
Ennismore	20	10	Magnetewan	12	.....
Erin	50	29	Manitowaning	16	4
Exeter	47	38	Manotick	11	7
Fenelon Falls	38	29	Maple	15	7
Fenwick	35	19	Markdale	36	12
Feversham	38	16	Marmora	31	16
Finch	45	26	Marshville	32	7
Fingal	47	19	Marsville	12	5
Flesherton	43	22	Massey	20	9
Florence	41	16	Mattawa	19	13
Fordwich	19	16	Maxville	71	32
Fort Frances	13	8	Medina	26	10
Fournier	18	5	Melbourne	34	21
Galetta	25	13	Merivale	10	1
Gore Bay	45	17	Merlin	28	11
Grand Valley	30	24	Merrickville	32	23
Hall's Bridge	12	9	Merritton	59	30
Hamilton, County Centre	26	13	Metcalfe	32	18
Hanover	20	13	Mildmay	15	11
Harrington	10	6	Millbrook	34	15
Harrow	17	11	Milton	66	34
Harrowsmith	37	14	Milverton	64	45
Hastings	19	5	Mimico	37	24
Havelock	32	18	Minden	35	24
Hawkestone	19	7	Moorefield	17	10
Hensall	35	22	Moose Creek	16	3
Hepworth	18	5	Morewood	23	12
Highgate	21	15	Mount Albert	27	11
Hillsdale	15	6	Mount Elgin	16	12
Horning's Mills	22	9	Mount Hope	34	14
Huntsville	62	24	Mount Pleasant	25	10
Innerkip	11	4	Mount St. Patrick	17	5
Ivy	11	6	Mountain Station	28	11
Janetville	16	5	Mountain Grove	17	4
Jarvis	38	21	Neustadt	4	2
Jasper	18	7	Newboro'	43	11
Jockvale	13	6	New Hamburg	28	24
Kars	5	2	Newington	19	6
Keene	36	19	New Liskeard	58	24

ENTRANCE EXAMINATION, JUNE 1911—Concluded

Other Places—Continued	Examined	Passed
North Augusta	20	8
North Gower	22	9
North Lancaster	21	2
Norwich	31	21
Oakwood	17	13
Oil Springs	46	30
Orono	25	11
Osgoode Station	3	3
Ohsweken	9	5
Otterville	30	22
Paisley	42	35
Pakenham	29	19
Palmerston	37	18
Parry Sound	63	36
Pelee Island	4	.....
Pickering	9	7
Plattsville	31	20
Port Colborne	35	20
Port Credit	26	17
Port Stanley	17	9
Powassan	46	12
Princeton	16	10
Queensville	21	8
Rainy River	7	5
Ramsayville	14	5
Randwick	3	.....
Richard's Landing	17	7
Richmond	25	10
Ridgeway	39	25
Ripley	25	18
Rockton	33	14
Rockwood	31	14
Rodney	38	22
Rosemont	15	6
Roseneath	22	8
Russell	29	13
St. George	11	4
St. Helen's	22	16
Sandwich	37	20
Schomberg	20	5
Scotland	12	9
Schreiber	12	5
Selkirk	25	9
Sharbot Lake	17	4
Shelburne	59	30
Solina	17	8
Southampton	21	14
South Indian	14	9
South Mountain	30	8
South River	22	8
Sparta	26	8
Spencerville	18	7
Springfield	22	15
Stayner	42	11
Sunderland	27	13
Steelton	28	11
Stittsville	9	3
Stony Creek	42	22
Stouffville	14	9

Other Places—Concluded	Examined	Passed
Strabane	39	14
Stroud	43	11
Sturgeon Falls	41	22
Sutton	23	12
Tamworth	37	18
Tara	42	28
Tavistock	28	16
Teeswater	44	24
Thamesford	22	11
Thamesville	56	28
Thedford	20	4
Thessalon	34	16
Thornbury	49	25
Thorndale	41	26
Tilbury	30	9
Tiverton	15	13
Toronto (De La Salle Inst.)	221	152
Tottenham	29	6
Tweed	56	23
Uptergrove	39	16
Varna	14	9
Vernon	29	17
Victoria Harbour	8	3
Victoria Mines	10	8
Wallaceburg	64	37
Warkworth	36	27
Waubaushene	6	2
Webbwood	16	10
Wellandport	11	9
Wellington	19	8
Westboro	26	9
West Lorne	37	23
Westport	34	17
Wheatley	32	16
Whitevale	4	3
Whitney	9	1
Wilkesport	13	7
Winchester	72	34
Winona	12	8
Wolfe Island	30	5
Woodbridge	15	5
Woodville	32	17
Wooler	22	7
Wroxeter	32	17
Wyoming	41	26
Yarmouth Heights	28	15
Zephyr	15	11
Zurich	16	9
Totals	8,996	4,501

SUMMARY

Collegiate Institutes	6,981	4,799
High Schools	6,221	3,727
Other Places	8,996	4,501
Grand Totals, 1911	22,198	13,027
Grand Totals, 1910	21,982	11,468
Increases	216	1,559

NOTE.—In addition, 135 pupils were admitted under the provisions of High School Regulation No. 7.

APPEN

FIFTH CLASSES,

Inspectorate		Name of School	Post Office
Brant	1	8 Burford	Burford
	2	7 Brantford	Burtch
Bruce, East	3	14 Carrick	Mildmay
Dundas	4	1 Mountain	South Mountain
	5	22 Mountain	Mountain
	6	4 Winchester	Ormond
Elgin, East	7	18 Bayham	Eden
	8	9 Southwold	Shedden
	9	12 Southwold	Fingal
	10	15 Malahide	Kingsmill
	11	9 Yarmouth	Union
	12	3 Southwold	Southwold
	13	6 Southwold	St. Thomas
	14	11 Southwold	Fingal
Elgin, West	15	15 Aldborough	Rodney
	16	10 Aldborough	Rodney
Essex, South	17	Kingsville	Kingsville
Grey, East	18	3 Euphrasia	Kimberley
Grey, West	19	Chatsworth	Chatsworth
Haliburton, etc	20	1 Anson	Minden
Hastings, South	21	11 Sidney	Frankford
Hastings, North, Nipissing, S., and Parry Sound, N.E.	22	6 Himsworth	Trout Creek
	23	1 McConkey and Wilson	Loring
Huron, West	24	Hensall	Hensall
	25	5 Stephen	Crediton
	26	16 Stephen	Dashwood
	27	7 Hay	Zurich
	28	12 Ashfield	Laurier
	29	15 Ashfield	Lochalsh
	30	14 Stanley	Kippen
Kent, East	31	10 Harwich	Northwood
	32	11 Harwich	Guilds
	33	13 Chatham	Wallaceburg
	34	10 Howard	Selton
	35	3 and 4 Orford	Duart
Kent, West	36	U.5 Raleigh	Merlin
	37	U.4 Romney	Wheatley
	38	7 Raleigh	S. Buxton
Lambton, East	39	5 Euphemia	Florence

DIX D

1910-1911

Name of Principal and Degree	Professional Certificate	Annual Salary, 1911	No. of Pupils.	Average Daily Attendance	Grade of Fifth Class A	Grade of Fifth Class B	Grade of Fifth Class C	Total Value of Approved Equipment	Government Grant
		$						$ c.	$ c.
1 Bertram T. Dickson	II	750	23	18	1	....	....	364 34	113 93
2 W. Frank Young	II	600	5	5	....	1	....	64 45	41 44
3 John Thomas Kidd	II	750	7	6	....	1	....	94 05	78 15
4 Eldrin W. Moss	II	650	4	2	....	1	....	83 70	50 87
5 Esther Bates	II	550	6	4	....	1	....	210 15	52 88
6 Anna R. Boucher	II	500	3	2	....	1	....	132 46	43 24
7 Alberta Dean	II	475	3	2	....	1	....	101 55	38 90
8 John G. Graham	II	600	8	4	....	1	....	156 75	48 17
9 Bessie Waters	II	550	4	2	....	1	....	117 56	43 00
10 Emma Cline	II	525	3	2	....	....	1	82 81	28 90
11 Grace Stewart	II	550	3	2	....	....	1	127 51	35 25
12 Nellie Auckland	II	575	5	2	....	....	1	101 13	31 98
13 Annie Harrow	II	550	3	2	....	....	1	100 30	31 28
14 Margaret McLennan	II	525	3	2	....	....	1	99 05	31 15
15 Ervin Small	II	575	5	3	....	....	1	245 63	48 31
16 John E. McLarty	II	700	7	4	....	1	....	232 51	68 36
17 W. J. Elliott	I	1,050	8	6	1	....	....	195 40	234 54
18 Joshua H. Johnston	II	700	10	6	1	....	....	206 56	88 40
19 John Norton	II	750	8	6	1	....	....	90 20	131 52
20 John Buchanan	II	750	4	3	....	1	....	245 30	93 00
21 J. M. Bell	II	800	6	4	1	....	....	386 46	146 52
22 Jean C. Smith	Temp.	550	5	3	....	1	....	112 09	87 40
23 Campbell T. Smith	I	650	5	3	....	1	....	73 33	114 66
24 Wm. McKay	II	800	4	2	1	....	....	196 00	148 10
25 Claude K. Bluett, B.A.	II	750	20	11	1	....	....	298 00	139 80
26 George W. Shore	II	900	20	17	1	....	....	244 00	139 40
27 W. G. Beaton	II	850	7	6	....	1	....	110 00	94 75
28 Chas. J. McGregor	II	500	3	2	....	....	1	120 00	30 75
29 Ada McKenzie	II Int.	525	5	3	....	....	1	130 00	33 62
30 Wm. H. Johnston	II	610	8	5	....	....	1	158 00	43 80
31 Susie Stewart	II	550	2	2	....	....	1	111 00	32 35
32 Jno. M. McDonald	II	600	8	2	....	....	1	148 30	39 83
33 Lettie M. Howe	II	500	3	2	....	....	1	67 31	26 73
34 Arthur Love	II	575	2	2	....	....	1	71 84	29 05
35 Annie M. Blue	II	575	8	6	....	1	....	138 00	47 55
36 Sarah Walker	II	600	8	6	....	1	....	133 11	45 81
37 Jas. E. Schlichter	II	650	7	4	1	....	....	181 89	80 68
38 Gertrude Robertson	II	500	6	4	....	....	1	89 42	28 94
39 Burton Mitchell	I	625	15	8	1	....	....	274 74	88 16

FIFTH CLASSES,

Inspectorate		Name of School	Post Office
Lambton, West	40	Courtright	Courtright
	41	11 Moore	Brigden
Lanark, West	42	12 Bathurst	Fallbrook
Leeds and Grenville, No. 3	43	1 and 5 Oxford	Burritt's Rapids
Lennox	44	13 Ernesttown	Odessa
Lincoln	45	9 Pelham	Fenwick
	46	1 Clinton and 2 Louth	Jordan Harbour
Manitoulin, etc	47	Massey	Massey
Middlesex, East	48	9 and 14 Dorchester	Avon
Middlesex, West	49	15 Caradoc	Mt. Brydges
Norfolk	50	Delhi	Delhi
	51	19 Townsend	Bealton
Northumberland and Durham, No. 1.	52	11 Darlington	Hampton
Ontario, South	53	W.4 Pickering	Pickering
	54	4 Whitby	Myrtle
Oxford, North	55	Embro	Embro
	56	10 E. Zorra	Innerkip
	57	U.5 and 1 E. Nissouri and N. Oxford	Thamesford
Oxford, South	58	5 Dereham	Mount Elgin
	59	12 Dereham	Brownsville
	60	U.3 N. Norwich	Burgessville
Parry Sound, South	61	South River	South River
Peel	62	15 Caledon	Alton
Perth, North	63	Milverton	Milverton
	64	2 N. Easthope	Shakespeare
	65	6 Logan	Monkton
	66	3 Mornington	Millbank
Perth, South	67	10 S. Easthope	Shakespeare
	68	10 Blanshard	Berryland
Prince Edward	69	Bloomfield	Bloomfield
	70	11 Ameliasburg	Mountain View
Renfrew, North	71	7 Westmeath	Beachburg
Simcoe, North	72	* Creemore	Creemore
	73	*5 Flos	Elmvale
	74	6 Flos	Phelpston
	75	14 Nottawasaga	Avening

* Fifth Class for half-year and Continuation School for half-year.

1910-1911—Continued

	Teachers			Pupils		Grade of Fifth Class				
Name of Principal and Degree	Professional Certificate	Annual Salary, 1911		No. of Pupils	Average Daily Attendance	A	B	C	Total Value of Approved Equipment	Government Grant
		$							$ c.	$ c.
40 A. W. Kelly	II	700		10	7	....	1	....	139 18	106 41
41 W. E. Jarrott	II	725		13	9	....	1	....	208 20	89 57
42 Mrs. E. J. Foley	II	550		9	7	....	1	....	140 00	44 00
43 W. J. McLachlan	II	500		5	3	....	1	....	111 85	41 18
44 Dorothy M. Wilson	II	1,000		29	21	1	....	....	425 95	195 07
45 E. W. Farr	II	650		4	3	....	1	....	126 72	55 17
46 Harvey Gayman	II	700		7	3	....	1	....	2,445 00	93 80
47 R. A. A. McConnell	II	1,000		10	6	1	....	....	582 89	480 90
48 James W. Hogarth	II	585		6	3	....	1	....	129 06	45 70
49 Sara Brodie	II	500		3	2	....	1	....	70 78	36 45
50 Clarence B Price	II	750		16	10	1	....	....	202 52	142 75
51 Margaret J. Hair	I	500		3	3	....	1	....	87 56	48 75
52 Frank J. Groat	II	525		3	2	....	1	....	153 85	46 25
53 Alfred J. Green	II	700		19	14	1	....	....	144 12	99 41
54 Jessie I. Fitchett	Temp.	500		5	2	....	1	....	73 98	33 64
55 Henry C. Fair	II	775		4	2	1	....	....	299 90	177 24
56 John H. Burkholder	II	750		8	6	1	....	....	305 93	123 09
57 John A. McDonald	I	850		6	4	1	....	....	352 67	167 76
58 Annie M. McIntosh	I	650		10	5	1	....	....	158 83	88 38
59 Herbert C. Branion	II	725		3	2	....	1	....	202 60	81 51
60 Victor P. Row	II Int.	650		8	4	....	1	....	172 25	67 22
61 Wm. Burkholder	II	650		8	5	1	....	....	214 00	242 80
62 A. C. Wilson	II	600		4	2	....	1	....	280 73	57 12
63 W. H. Sharp, B.A.	I	850		17	11	....	1	....	268 26	166 82
64 Alice L. Davies	II	545		3	2	....	....	1	60 00	27 75
65 Milton McGregor	II	690		6	4	....	....	1	70 53	53 05
66 George A. Smith	II	700		3	2	....	....	1	79 22	53 92
67 Amy McKowan	II	600		6	5	....	1	....	87 46	43 74
68 Olive Matthews	II	550		4	3	....	....	1	57 75	28 27
69 Rena C. Scott	I	650		2	2	1	....	....	120 00	122 00
70 W. H. McMillan	Temp.	700		4	4	....	....	1	150 00	70 00
71 Harvey S. Montgomery	II	750		7	5	....	1	....	208 66	93 36
72 Wm. J. Mackay	II	650		15	12	....	1	....	376 37	38 75
73 Elias G. Wagar	II	750		7	4	....	....	1	186 00	35 00
74 J. H. Hall	II	550		4	3	....	....	1	86 60	30 53
75 Geo. Sutherland	II	550		3	2	....	....	1	144 70	36 34

FIFTH CLASSES,

Inspectorate			Name of School	Post Office
Simcoe, South-West	76	7	Essa	Ivy
	77	10	West Gwillimbury	Newton Robinson
	78	3	Sunnidale	Brentwood
	79	5	Tossorontio	Lisle
Simcoe, East	80		Victoria Harbour	Victoria Harbour
	81	12	Tay	Waubaushene
	82	13	Oro	Hawkestone
Thunder Bay & West Nipissing, etc.	83	1	Chapleau	Chapleau
	84	1	Schreiber	Schreiber
Waterloo, No. 1	85		Hespeler	Hespeler
Welland	86		Port Colborne	Port Colborne
	87		Fort Erie	Fort Erie
Wellington, North	88		Clifford	Clifford
	89	2	Peel	Glen Allan
Wellington, South	90	2	Eramosa	Eramosa
	91	9	Eramosa	Rockwood
	92	6	Erin	Hillsburgh
	93	8	Puslinch	Morriston
	94	7	West Garafraxa	Belwood
Wentworth	95	11	Ancaster	Carluke
	96	3	Barton	Chedoke
	97	5	Beverly	Troy
	98	9	Beverly	Sheffield
	99	9	Flamboro', West	Strabane
	100	3	Saltfleet	Stony Creek
York, North	101	6	Vaughan	Maple
	102	17	Vaughan	Kleinburg
	103	15	King	Lloydtown
	104	23	King	King
York, South	105		Sutton	Sutton
R. C. Separate Schools	106	16	Cornwall	St. Andrew's
	107		Wallaceburg	Wallaceburg
	108	7	Sandwich, S.	Maidstone
	109	5	Raleigh	Doyle's
	110	5	Sombra	Port Lambton
	111	2	Ashfield	Kingsbridge
	112		Tilbury	Tilbury
	113	7	Bromley	Douglas
	114		Mattawa	Mattawa
Totals				

1910-1911—Concluded

Teachers			Pupils		Grade of Fifth Class				
Name of Principal and Degree	Professional Certificate	Annual Salary, 1911	No. of Pupils	Average Daily Attendance	A	B	C	Total Value of Approved Equipment	Government Grant.
		$						$ c.	$ c.
76 Olice E. Morrison	I Int.	650	10	6	1	....	....	116 60	74 16
77 Marie Biggar	II	500	7	5	....	1	....	173 58	47 35
78 Donald R. Fletcher	II Int.	660	8	6	....	....	1	123 35	49 33
79 George Wilson	II	660	6	4	....	....	1	156 74	52 67
80 John A. Gillespie	II	820	7	6	1	....	....	179 05	150 96
81 Milton F. Ames	II	850	7	6	1	....	....	169 36	131 93
82 Annie Fettes	II	600	7	4	....	1	....	107 79	43 27
83 Edward S. Stephenson	II	1,300	8	6	1	....	....	271 23	404 24
84 Geo. A. Evans	III	1,100	5	3	1	....	....	117 50	373 50
85 James D. Ramsay	II	1,200	7	6	1	....	....	118 54	216 85
86 William Bowden	I	925	11	8	1	....	....	133 45	194 59
87 J. Evelyn Taylor	I	600	4	3	....	1	....	85 88	85 45
88 Donald Mackenzie	II	850	14	12	....	1	....	302 08	.....
89 Fred. C. Jennings	I	650	6	5	....	1	....	182 86	72 82
90 Vera A. Barber	I Int.	550	6	3	....	....	1	79 91	31 74
91 Addison F. Johns	II	625	7	3	....	1	....	152 19	53 96
92 Margaret Semple	II	435	4	2	....	1	....	39 24	34 79
93 Wm. J. Hodges	II	600	7	4	....	1	....	90 00	43 37
94 Kathleen McKee, B.A.	II	700	10	5	....	1	....	132 06	88 20
95 George N. Clarke	II	600	5	4	1	....	....	319 86	84 73
96 Edith F. Dunlop	II	490	3	2	....	1	....	255 57	53 05
97 John Hay	II	700	4	4	1	....	....	131 50	83 15
98 William B. Johnston	II	600	4	3	....	....	1	154 85	40 48
99 Stuart R. Ross	II	600	12	8	1	....	....	139 22	68 92
100 Ethel B. Walker	I	650	9	6	1	....	....	145 17	87 01
101 Cyrus M. Rowe	II	625	6	3	1	....	....	134 51	72 20
102 Jno. R. Miller	II	550	5	3	....	1	....	166 66	50 41
103 Richard Moir	II	600	4	2	....	1	....	117 69	44 26
104 Walter Rolling	II	625	5	4	....	....	1	130 59	37 42
105 Peter O. Nelson	II	700	9	7	1	....	....	67 37	121 73
106 Sister St. George	II	400	10	9	1	....	....	279 12	62 91
107 Mother M. Stella	II	515	12	11	1	....	....	369 00	85 00
108 Miss N. L. Moynihan	II	525	3	2	....	....	1	115 00	32 12
109 Eileen Causgrove	II	450	3	2	....	....	1	199 00	36 65
110 Irene Sullivan	II	500	5	5	....	....	1	61 00	26 10
111 Alice O'Leary	II	500	6	3	1	....	....	379 00	78 91
112 Mother Catharine	II	300	12	10	1	....	....	271 12	51 76
113 Sister M. Helen	II	500	15	13	1	....	....	298 36	70 58
114 Miss E. M. Macdonald, B.A.	I	900	18	8	1	....	....	235 65	357 12
.....	.....	*653	829	565	39	45	30	21,720 67	†9,788 56

* Average salary.

†In addition there was paid on equipment the sum of $193.17 to schools that could not qualify as Fifth Classes in 1910-1911.

APPENDIX E

ELEMENTARY AGRICULTURE AND HORTICULTURE IN RURAL SCHOOLS

Inspectorate	Schools	New Gardens	Grants on Gardens	Grants on Teacher's Certificate	Total Grants
			$	$	$
Brant	15 Burford	.....	30	30	60
	23 Brantford	1	50	30	80
Carleton, East	5 Gloucester	.....	30	30	60
	1 March	.....	30	30	60
	6 North Gower	.....	30	30	60
Elgin, East	13 Malahide	1	50	30	80
	13 Yarmouth	1	50	30	80
	11 Malahide	.....	30	30	60
Hastings, South	2 Sidney	1	50	30	80
Kent, East	8 Camden	1	50	30	80
	9 Orford	1	50	30	80
Kent, West	2 Chatham	1	50	30	80
	6 S. Chatham	.....	30	30	60
	12 Chatham	1	50	30	80
	U.6 Raleigh and Dover	1	50	30	80
Lincoln	3 Louth	.....	30	30	60
	5 Niagara	.....	30	30	60
	U.1 Clinton	.....	30	30	60
	1 Louth	1	50	30	80
	3 Gainsborough	1	50	30	80
Norfolk	12 Windham	.....	30	30	60
Ontario, South	4 Whitby, East	.....	30	30	60
Perth, North	1 Elma	.....	30	30	60
Perth, South	3 Downie	1	50	30	80
Prescott and Russell	5 Cumberland	1	50	30	80
Waterloo, No. 1	6 Waterloo	1	50	30	80
Waterloo, No. 2	7 Wellesley	.....	30	30	60
Wellington, South	3 Guelph	.....	30	30	60
	Macdonald Consolidated	.....	30	30	60
Wentworth	8 Beverly	.....	30	30	60
	9 Saltfleet	1	50	30	80
York, South	1 Scarboro'	1	50	30	80
	22 York	1	50	30	80
Totals, 1911	33 schools	17	1,330	990	2,320
Totals, 1910	17 schools	12	750	510	1,260
Increases	16 schools	5	580	480	1,060

APPENDIX F

RURAL SCHOOL LIBRARIES

Legislative aid was granted as a percentage of the value of all library books approved by the Inspector and purchased between October 1st, 1910, and October 1st, 1911, provided no school received more than $10.00 and no purchase was less than $10.00

Inspectorate	Number of schools purchasing books to the amount of $10.00 during the year	Total amount expended in such schools during the year for books recommended	Total Government grant	Number of rural public school libraries in inspectorate	Number of libraries established during year
		$ c.	$ c.		
Algoma	12	185 60	95 18	34	9
Brant	16	254 02	138 13	61	.....
Bruce, East	27	687 37	242 96	52	19
Bruce, West	18	333 88	192 72	62	.....
Carleton, East	13	181 89	103 04	61	2
Carleton, West, and Lanark, East	12	179 34	102 03	59	6
Dufferin	10	138 36	75 17	68	9
Dundas	26	312 22	188 83	75	.....
Elgin East	38	410 76	249 25	79	.....
Elgin, West	12	136 35	82 13	27	.....
Essex, North	8	127 82	70 40	29	2
Essex, South	18	205 98	123 43	79	.....
Frontenac, North, and Addington	4	48 60	29 11	58	3
Frontenac, South	11	150 00	85 80	89	4
Glengarry	10	144 03	77 29	57	7
Grey, East	12	134 55	81 01	70	4
Grey, South	28	320 09	193 76	71	.....
Grey, West	13	213 59	108 87	69	.....
Haldimand	24	305 39	176 24	69	2
Haliburton, and Parry Sound	6	103 50	49 45	93	1
Halton	5	176 00	50 00	41	5
Hastings, Centre	18	263 69	144 67	77	.....
Hastings, North, Nipissing, South, and Parry Sound, North-East	28	314 15	194 08	82	2
Hastings, South	6	107 27	54 63	43	1
Huron, East	3	35 84	22 21	64	1
Huron, West	4	62 45	32 98	98	.....
Kent, East	19	276 32	148 03	60	4
Kent, West	12	151 45	88 59	62	.....
Lambton, East	5	72 04	39 57	71	2
Lambton, West	21	308 24	166 02	72	4
Lanark, West	3	32 65	20 24	35	.....
Leeds and Grenville, No. 1	4	50 00	28 60	75	.....
Leeds and Grenville, No. 2	8	86 57	53 66	75	.....
Leeds and Grenville, No. 3	31	364 26	211 27	65	1
Lennox	1	13 95	8 64	61	1
Lincoln and Pelham Tp	19	283 97	154 28	67	3
Manitoulin, etc	3	60 64	29 64	11	2
Middlesex, East	14	179 44	109 27	93	2
Middlesex, West	20	261 03	155 02	68	9
Muskoka, West	9	105 27	65 24	65	2
Nipissing, North	11	211 07	101 35	25	7
Norfolk	16	228 07	126 82	98	.....
Northumberland and Durham, No. 1	25	307 00	181 88	60	5
Northumberland and Durham, No. 2	6	68 40	42 40	50	2
Northumberland and Durham, No. 3	11	178 87	88 01	42	5
Ontario, North	12	194 41	104 56	50	1
Ontario, South	19	243 94	139 28	60	2

RURAL SCHOOL LIBRARIES—Concluded

Inspectorate	Number of schools purchasing books to the amount of $10.00 during the year	Total amount expended in such schools during the year for books recommended	Total Government grant	Number of rural public school libraries in inspectorate	Number of libraries established during year
		$ c.	$ c.		
Oxford, North	14	213 57	116 37	43	4
Oxford, South	5	60 46	37 45	[illegible]	[illegible]
Parry Sound, South	4	42 00	26 04	[illegible]	2
Peel	12	155 53	[illegible]	[illegible]	[illegible]
Perth, North	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Perth, South	2	21 80	[illegible]	[illegible]	[illegible]
Peterborough, East	28	283 90	167 35	71	[illegible]
Peterborough, West, and Victoria, East	8	153 61	68 86	34	3
Prescott and Russell	5	82 39	42 00	24	1
Prince Edward	1	10 00	6 20	3	1
Rainy River	3	53 67	27 56	8	1
Renfrew, North	10	186 00	90 84	36	8
Renfrew, South	18	274 59	150 59	58	12
Simcoe, East	12	243 49	111 65	50	3
Simcoe, North	14	201 95	106 52	61	3
Simcoe, South-West	[illegible]	[illegible]	[illegible]	[illegible]	1
Stormont	31	515 01	270 18	[illegible]	12
Thunder Bay, West Nipissing, etc.	6	180 85	52 94	[illegible]	2
Victoria, West	18	214 92	131 40	[illegible]	3
Waterloo, No. 1	8	107 20	58 85	[illegible]	1
Waterloo, No. 2	9	128 52	66 90	[illegible]	3
Welland	21	261 43	150 80	[illegible]	14
Wellington, North	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Wellington, South	26	365 95	190 59	[illegible]	12
Wentworth	43	694 37	377 [illegible]	[illegible]	[illegible]
York, North	12	127 25	78 80	[illegible]	1
York, South	12	155 22	83 76	30	2
R. C. Separate Schools—					
Inspector Chenay	8	122 [illegible]	[illegible]	[illegible]	[illegible]
Inspector Finn	11	162 63	110 00	62	1
Inspector Jones	4	[illegible]	[illegible]	[illegible]	[illegible]
Inspector Power	3	[illegible]	[illegible]	8	1
Totals, 1910-11	1,016	14,596 75	7,978 55	4,418	235
Totals, 1909-10	1,096	16,641 36	5,811 47	4,084	306
Increases			2,166 88	334	
Decreases	80	2,044 61			71

APPENDIX G PROCEEDINGS FOR 1911

INSTRUCTIONS TO INSPECTORS

Revised 1911

[illegible]

Apportionment of the Legislative Grant to Rural Public and Separate Schools in the Organized Counties of Ontario for the Calendar Year 1911

Under the Department of Education Act of 1906 as amended in 1910, the Legislative Grants to the Rural Public and Separate Schools in the organized Counties of Ontario will first be divided by the Department of Education among these Schools, on the basis of average attendance, and will then be apportioned amongst said Rural Public and Separate Schools respectively, on the report of the Inspectors, in accordance with the following regulations:

General Instructions

On receipt of this circular, the Public and Separate School Inspectors shall procure from School Boards and County and Township Clerks the data necessary to fill in the official returns on which the ensuing apportionment of the Grant will be made by the Department of Education and for forms for which will be sent to each Inspector. All such data as above shall be certified by the official concerned. The Inspector shall see that they are properly worked out and shall retain them for at least one year as the authority for his official report. The Public Schools Act provides that the Legislative grants for the calendar year shall be payable by the Minister of Education on or before the 1st day of August. It will, accordingly, be necessary for the Inspectors to act as expeditiously as possible in procuring the information as above noted, so that the returns may be received by the Department of Education *not later than June 22nd.*

Assessments and Sections

(1) The average section assessment of the township hereinafter referred to is the quotient obtained by dividing by the number of school sections in the township the total assessed value of the township as fixed by the last made county assessment.

(2) For the above computation:—

(a) The lands of the supporters of each Separate School shall be counted as a section in forming the divisor.

(b) A union section shall be counted as belonging to the township in which the school building is situated, and the assessed value of the portion of the other township or townships comprising said union section shall be added to the dividend (see Public Schools Act of 1909, section 79).

(*c*) When there are two schools in a section, the section shall be counted as two sections in forming the divisor.

SCHEME OF APPORTIONMENT

The total yearly apportionment to each school, *not including Continuation Schools,** shall be the sum of the grants to which it is entitled under the following regulations:

I. Fixed Grants

Where the average section assessment of the township, as defined above, is less than $30,000.00, each school shall receive a fixed grant of $30.00; where it is at least $30,000.00 and less than $40,000.00, the fixed grant shall be $25.00; and where it is at least $40,000.00 and less than $50,000.00, it shall be $20.00. Where it is $50,000.00 or more there shall be no fixed grant.

II. Grants on Salaries

(1) Each school shall receive 40 per cent. of the amounts paid in teachers' salaries each school year (beginning in August and ending in June) up to a maximum of $600.00 salary in the case of each teacher, the computation beginning as follows:

(*a*) At $150.00 for a principal teacher and at $100.00 for each assistant teacher where the average section assessment, as defined above, of the township where the school is situated is less than $30,000.00;

(*b*) At $200.00 for a principal and at $150.00 for each assistant where said assessment is at least $30,000.00 and less than $40,000.00;

(*c*) At $250.00 for a principal and at $150.00 for each assistant where said assessment is at least $40,000.00 and less than $60,000.00;

(*d*) At $300.00 for a principal and at $200.00 for each assistant in the case of all other assessments.

(2) Where the teacher performs all the duties of caretaker the Inspector shall deduct from the amount paid him for his services as teacher and caretaker a sum not exceeding $25.00 in any one case, and where he performs part of the duties a proportionate amount of $25.00.

III. Grants on the Teachers' Qualifications

The following grants shall be paid on the basis of the grade of the teacher's professional certificate and the length of his successful experience, *the competency of each such teacher being duly attested by the County or Provincial Inspector, as the case may be, of the school for which such grant is claimed.* For teachers employed for the whole academic year the full grant shall be paid in each case, and the grant shall be one-half the amount if the teacher with the certificate has taught for less than a year, but for at least one term.

(1) If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July the first next,

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*NOTE.—The name "Continuation School" is applied, not to the whole public or separate school, but to the particular division or divisions thereof in which Continuation School work is taught.

(*a*) For a First Class Certificate $40
(*b*) For a Second Class Certificate 25
(2) If said experience shall have been less than five years on the same date,
(*a*) For a First Class Certificate $30
(*b*) For a Second Class Certificate 15

NOTE.—It is the policy of the Department of Education that as soon as practicable the lowest grade of certificate in the rural municipalities shall be an interim second class, and that the employment of successful teachers with higher certificates and longer experience shall be encouraged. The grant on interim second class certificates will accordingly be gradually withdrawn, and such modifications made in the grants on the other certificates as the conditions of education may justify.

IV. Pro Rata Reduction

If the amount voted by the Legislature is insufficient to pay in full the grants provided for in I, II and III above, the Minister may make a pro rata reduction.

V. Grants on Equipment and Accommodations

By section 90 (1) of the Public Schools Act of 1909 each County Council must raise the equivalent of the Legislative grant to the County for equipment and the accommodations.

(1) The Legislative grant on the equipment and the accommodations is distributed by the Minister as follows:

The total amount apportioned is divided by the total number of teachers in the Rural Public and Separate Schools, not including the teachers of Continuation Schools; and the quotient thus obtained, multiplied by the number of teachers in each inspectorate, gives the Legislative grant payable for the inspectorate.

For this computation each Principal is reckoned as a unit and each assistant as a half if the school has been open for the whole school year; but each Principal shall be reckoned as a half and each assistant as a quarter if the school or the assistant's class, as the case may be, has been open for less than a year, but not less than half a year.

(2) The grant to each Inspectorate shall be sub-apportioned by the Inspector in accordance with the instructions of Circular No. 33, 1907, as to the grading of the accommodations; and the items of the equipment provided in each school in accordance with said circular, shall be those on the value of which he will reckon the percentage. The special equipment for Continuation Schools or Fifth Forms shall not be included.

(3) Out of the combined Legislative and County grants, each school shall receive 10 per cent. of the approved value of the equipment up to a maximum grant of $20.00 for each Principal and of $2.50 additional for each assistant.

(4) Out of the combined Legislative and County grants, each school shall receive a grant on the character of its accommodations, the maximum being $30.00 for a one-teacher school, $45.00 for a two-teachers school, and $60.00 for a school with more than two teachers, in accordance with the following scheme:

Grade	One teacher				Two teachers				Three teachers and over			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Closets	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
Water supply	2 00	1 50	1 00	50	2 00	1 50	1 00	50	3 00	2 25	1 50	75
School grounds	4 00	3 00	2 00	1 00	5 00	3 75	2 50	1 25	6 00	4 50	3 00	1 50
School buildings	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Class rooms	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Halls	.....	.....	.....	.....	2 00	1 50	1 00	50	3 00	2 25	1 50	75
Cap rooms	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Private rooms	1 00	75	50	25	1 50	1 10	75	40	2 00	1 50	1 00	50
Desks	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Blackboards	1 00	75	50	25	1 50	1 10	75	40	2 00	1 50	1 00	50
Lighting	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Heating	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
Ventilation	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
	30 00	22 50	15 00	7 50	45 00	33 70	22 50	11 30	60 00	45 00	30 00	15 00

(5) When a Union School Section is composed of portions of townships in different counties, the grant to its school from each county shall, as far as practicable, be that fraction of the Legislative grant payable to said school which the assessed value of the portion of the section within the county is of the whole assessed value of the section, according to the equalization made by the assessors, as provided in section 29 of the Public Schools Act of 1909.

(6) When the amount of the Legislative and County grants is insufficient to provide for each school the sums required under the foregoing regulations, the Inspector shall make a *pro rata* deduction from the total grant to each school; and where there is a balance over after making the provision for each school as required by the said regulations, he shall make a *pro rata* addition to the total grant to each school.

(7) (*a*) *In order that the County Council may be duly notified before its June meeting of the amount it must raise as the equivalent of the Legislative grant on equipment and accommodations, each Inspector shall notify the Minister not later than May 9th of the number of teachers in his Inspectorate reckoned as in* (1) *above.*

(*b*) *When the Inspector has rural Schools in different counties he shall make a separate return for each county.*

VI. Time of Payment of the Grants

The Department of Education Act provides for the payment of the Legislative grant to the counties concerned before August 1st. Said grants shall be forthwith payable to the respective Boards of Rural Public and Separate School Trustees, except the grant on the equipment and the accommodations which, with the equivalent County grant, shall be payable as the Inspector may arrange, but not later than December 1st. If said grants on equipment and accommodations are payable to the Township Treasurer, the Inspector shall notify the County Treasurer of the amount due the Township Treasurer on this account.

VII. Grants to Assisted Schools

The grant to Assisted Schools will be apportioned to the Public and Separate Schools respectively on the report of the Inspector, who shall supply, in a form to be obtained from the Minister, the details necessary to enable him to form a proper judgment as to the merits of each application.

VIII. Special Grant for Rural School Libraries

(1) The special grant in aid of Rural School Libraries will be apportioned amongst the Rural Public and Separate Schools respectively of the whole Province, not including Continuation Schools or Fifth Classes, as an additional percentage on the value of all library books purchased between October 1st, 1910, and October 1st, 1911, provided no school receives more than $10.00, and provided no purchase is less than $10.00. *The books shall also have been approved by the Inspector as especially suitable for the pupils' use.*

(2) All applications for this grant must be made by the Trustees through the Inspector, on or before the 15th day of October. The Trustees shall supply the Inspector with all the information he may require in regard to the purchase of the books, including vouchers from the booksellers.

(3) The Inspector shall make application to the Department of Education on a form to be provided, which must be forwarded to the Department of Education not later than the first day of November.

February 28th, 1911.

INSTRUCTIONS TO INSPECTORS

Revised 1911

(Instructions No. 13)

Apportionment of the Legislative Grant to Rural Public and Separate Schools in the Districts of Ontario for the Calendar Year 1911

Statutory Provisions

Under the Department of Education Act of 1909, as amended in 1910, the Legislative Grants to the Rural Public and Separate Schools in the Districts will first be divided by the Department of Education between these schools on the basis of average attendance, and will then be apportioned amongst said Rural Public and Separate Schools respectively, on the report of the Inspectors, in accordance with the following Regulations:

(1) Subject to the Regulations all sums of money appropriated as a general grant for the Rural Public and Separate Schools shall be apportioned by the Minister amongst such Rural Schools on the basis of the salaries paid to the teachers, the value of the equipment, the character of the accommodations, the grade of the teachers' professional certificates, the length of their successful experience, and the amount of the assessments.

(2) Subject to the Regulations the grants so apportioned to Rural Public and Separate Schools in Provisional Judicial Districts shall be paid to the respective boards of trustees on or before the 1st day of August in each year or in two equal instalments, the first on or before the 1st day of August, and the second on or before the 1st day of December.

(3) Subject to the Regulations all sums of money appropriated for assisted schools shall be apportioned by the Minister, to Public and Separate School Boards in poor rural districts, and to the residents of lumber, mining and other settlements.

General Instructions

The information herein contained is now communicated to the District Inspectors in order that they may procure from School Boards and Township Clerks the data necessary for the official returns on which the distribution will be made by the Minister.

Certification of Returns

All returns from School Boards shall be certified by the Secretary or Secretary-Treasurer; those from the Township Clerks shall be certified by these officials; and said returns shall be retained by the Inspector for at least one year as his authority for his official report.

Payment of the Instalments

The Department of Education Act provides for the payment of the Legislative Grant in two equal instalments on or before the first days of August and December in each year. It will accordingly be necessary for the Inspector to act as expeditiously as possible in procuring the information he may need, so as to transmit to the Department of Education the official forms completely filled in, *not later than June 22nd.*

Before payment of the second instalment is made the Inspector will, not *later than the 15th day of November,* furnish the Department with a Supplementary Report confirming his June Report, or recommending such alterations therein as the situation may then render necessary.

All schools which have been open for less than *four and one-half months* in the first term shall be reported by the Inspector in his November report on Forms 139 for organized and 141½ for unorganized Townships (Form 141½*a* is only to be used for the purpose of amending the June recommendations), and shall be paid the full proportion of the Legislative Grant to which they are entitled, at the time the second instalment is paid, except in special cases where the Inspector is able to report that such schools intend to remain open so as to complete the prescribed time before the opening of the second term, in which case the grant will be included with the first instalment and the cheque sent to the Inspector's care, to be held by him until such time as the schools in question have completed the specified time.

Assessments and Sections

(1) In the case of *organized townships* the average section assessment of the township hereinafter referred to is the quotient obtained by dividing by the number of school sections in the township the average of the total assessed values of the township for the three years next preceding the year of distribution.

(2) For the above computation:—

(*a*) The lands of the supporters of each Separate School shall be counted as a section in forming the divisor.

(*b*) A union section shall be counted as belonging to the township in which the school building is situated and the assessed value of the portion of the other township or townships completing said union section shall be added to the dividend (see Public Schools Act of 1909, sections 29 and 35).

(*c*) When there are two schools in a section, the section shall be counted as two sections in forming the divisor.

(3) In the case of *unorganized townships,* the average section assessment hereinafter referred to shall be computed on the average of the total assessed values of the section for three years next preceding the year of distribution.

(4) If, in any year, the assessment of 1906 is reduced in any case, such reduction shall not be recognized by the Department of Education unless satisfactory reasons are submitted, through the Inspector, for said reduction.

SCHEME OF DISTRIBUTION

The Inspector shall give in his June return and also in his November report the total *yearly* apportionment to each school, *not including Continuation Schools,** and the amount due to each shall be the sum of the Grants to which it is entitled under the following regulations:

A proportionate reduction of the total yearly Grant, however, shall be made in respect of those schools which failed to remain open and in effective operation the whole year, by reducing such amount one-tenth for each month the schools were closed, and no school shall be entitled to receive a Grant which has been open less than four and one-half months.

The Inspector in proportioning the Grants to such schools as were not open the whole year shall base his calculations on the school year of ten months.

I. Fixed Grants

When the average section assessment, as defined above, is less than $20,000, each school shall receive a fixed grant of $40; when it is at least $20,000, but less than $30,000, the fixed grant shall be $30; when it is at least $30,000, but less than $40,000, the fixed grant shall be $25; and where it is at least $40,000, but less than $50,000, the fixed grant shall be $20; where it is $50,000 or over, there shall be no fixed grant.

II. Grants Payable on Teachers' Salaries

Each school shall receive 40 per cent. of the amounts paid in teachers' salaries during the calendar year, up to a maximum of $600 salary in the case of each teacher, the computation beginning as follows:

(1) At $100, where the average section assessment, as defined above, is less than $20,000.

(2) At $150 for a Principal and $100 for an assistant where the average section assessment, as defined above, is $20,000 or over.

*The term "Continuation School" applies, not to the whole public or separate school, but to the particular division or divisions thereof in which Continuation School work is taught.

III. Grants on the Teachers' Qualifications

The following grants shall be paid on the basis of the grades of the teachers' professional certificates and the length of their successful experience, *the competency of each teacher being attested by the Inspector of the school for which such grant is claimed.*

(1) If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next:

(*a*) For a Provincial Professional First Class Certificate	$50
(*b*) For a Provincial Professional Second Class Certificate	40

(2) If said experience shall have been less than five years on the same date:

(*a*) For a Provincial Professional First Class Certificate	$40
(*b*) For a Provincial Professional Second Class Certificate	30
(*c*) For a Professional Third Class (both permanent and limited) or a Provincial Ungraded Permanent Certificate	25
(*d*) For a Professional District Certificate	20

IV. Pro Rata Reduction

If the amount voted by the Legislature is insufficient to pay in full the grants provided for in I., II. and III. above, the Minister may make a *pro rata* reduction.

Grants on Equipment and Accommodations

(1)—(*a*) Where the average section assessment, as defined above, is under $20,000, each school shall receive a grant of $30; and where it is at least $20,000 and under $30,000, a grant of $25, said grants to be applied to the improvement of the equipment and accommodations.

(*b*) The above grants for the improvement of equipment and accommodations shall be expended by the School Boards under the advice of the Inspector; and the improvements, with the items of expenditure, shall be reported to him by the School Boards, before August 1st of the year next following the receipt of the grant.

(2) Where the average section assessment, as defined above, is $30,000 or over, a grant will be made by the Minister to each Inspectorate at the rate of $20 for each principal, and $2.50 for each assistant (*not including the teachers of Continuation Schools*), where the school has been in effective operation for at least one term, and the total sum of said grants shall be sub-apportioned by the Inspector concerned amongst his schools with said assessment on the basis of the value of the equipment and the character of the accommodation in accordance with the following scheme:

(*a*) Each school shall receive 10 per cent. of the approved value of the equipment up to a maximum of $20 for each Principal and $2.50 additional for an assistant; the items of the equipment on which the valuation is made being those prescribed in Circular No. 33, 1907, and provided in the school. *The special equipment for Continuation Schools and Fifth classes shall not be included.*

(*b*) Each school shall receive a grant on the character of its accommodations, the maximum being $30 for a one-teacher school, $45 for a two-teacher school, and $60 for a school with more than two teachers, in accordance with the provisions of Circular No. 33, 1907, in regard to accommodations, and in accordance with the following scheme:

Grade	One teacher				Two teachers				Three teachers and over			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Closets	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
Water supply	2 00	1 50	1 00	50	2 00	1 50	1 00	50	3 00	2 25	1 50	75
School grounds	4 00	3 00	2 00	1 00	5 00	3 75	2 50	1 25	6 00	4 50	3 00	1 50
School buildings	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Class rooms	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Halls	.....	.....	.....	.....	2 00	1 50	1 00	50	3 00	2 25	1 50	75
Cap rooms	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Private rooms	1 00	75	50	25	1 50	1 10	75	40	2 00	1 50	1 00	50
Desks	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Blackboards	1 00	75	50	25	1 50	1 10	75	40	2 00	1 50	1 00	50
Lighting	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Heating	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
Ventilation	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
	30 00	22 50	15 00	7 50	45 00	33 70	22 50	11 30	60 00	45 00	30 00	15 00

(*c*) When the amount of the Legislative Grant to the inspectorate is insufficient to provide for each school the sums required under the preceding regulations, the Inspector shall make *pro rata* deduction from the total grant to each school; and where there is a balance over after making the provision for each school as required by the said regulations, he shall make a *pro rata* addition to the total grant to each school.

(*d*) In order that the Department may apportion the correct amount to each Inspectorate for the grant for equipment and accommodations, each District Inspector shall notify the Minister not later than July 1st of the number of teachers in his Inspectorate reckoned as in (2) above.

(*e*) A return of the total grant on equipment and accommodations as subapportioned by the Inspector to each school shall be made by him to the Department of Education, not later than November 1st, and shall be payable by the Minister not later than December 1st, direct to the School Board.

Grants to Assisted Schools

In accordance with the statutory provisions, further grants will be made to assist special cases of hardship in school sections and in settlements where there is yet no school organization, for teachers' salaries and for such other purposes as the Minister of Education may deem expedient. Such grants will be made on the report of the Inspector concerned, who shall set forth in full detail on or before the first of November of each year, in a form to be obtained from the Department of Education, the conditions which, in his judgment, necessitate such grants.

Special Grants for Rural School Libraries

The special Legislative Grant in aid of Rural School Libraries will be distributed amongst the Rural Public and Separate Schools of the whole Province, *not including Continuation Schools or Fifth Classes,* as a percentage on the value of all books purchased between October 1st, 1910, and October 1st, 1911, provided no school shall receive more than $10.00, and provided no purchase is less than $10.00. The books shall also have been approved by the Inspector as especially suitable for the pupils' use.

All applications for this grant must be made by the Trustees through the Inspector, on or before the 15th day of October. The Trustees shall supply the Inspector with all the information he may require, in regard to the purchases of the books, including vouchers from the booksellers.

The Inspector shall make application to the Department of Education on a form to be provided, which must be forwarded to the Department of Education not later than the 1st day of November.

January, 1911.

INSTRUCTION TO PUBLIC AND SEPARATE SCHOOL INSPECTORS 1911

(Instructions No. 14)

Apportionment of the Legislative Grant to Public and Separate Schools in the Urban Municipalities for the Calendar Year 1911

Under the Department of Education Act of 1909, as amended in 1910, the Special Legislative Grant to the Public and Separate Schools in Urban Municipalities will first be divided by the Department of Education between these Schools on the basis of average attendance, and will then be apportioned amongst the Public and the Separate Schools, respectively, on the reports of the Inspector for these Municipalities, on the basis of the grade of the teachers' certificates and the length of their successful experience, in accordance with the following regulations:

General Provisions

1. The Grant shall be applied to such educational purposes as each Board may deem most expedient.

2. The Inspectors shall fill in the accompanying schedules and shall base their returns on the academic year, August, 1910, to the end of June, 1911.

3. Where there are more than one municipality, the Inspector shall report them separately, placing together in each municipality the certificates of the same grade. He shall also in all cases arrange the grades in the order of the circular.

4. The Inspectors shall include in their returns Domestic Science, Manual Training, Art, and Kindergarten teachers who hold the certificates recognized by the following regulations, and are employed as actual teachers in the Public or Separate Schools.

5. Teachers employed for their whole time in Continuation Schools* shall not be included.

6. For a teacher employed in a Public or a Separate School the full school day for the whole academic year, the full grant shall be paid.

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*The term "Continuation School" applies, not to the whole public or separate school, but to the particular division or divisions thereof in which Continuation School work is taught.

7. The grant shall be one-half the amount if the teacher with the certificate has taught in a Public or Separate School the full school day for less than the whole academic year, but for at least one term, or has taught the whole academic year for less than the whole school day, but for at least half a school day. In his report the Inspector shall indicate this by inserting in the proper column the numeral I in the first case and the numeral II in the second.

8. The competency of each teacher shall have been duly attested by the Inspector of the School for which the Grant is claimed.

9. If the amount voted by the Legislature is insufficient to pay the grants in full the Minister may make a *pro rata* reduction.

NOTE.—It is the policy of the Department of Education that, as soon as practicable, the lowest grade of certificate in the Urban Municipalities shall be an Interim Second Class, and that the employment of successful teachers with Permanent First Class certificates shall be encouraged. The Grant on Interim Second Class certificates will accordingly be gradually withdrawn, and such modifications made in the grants on the other certificates as the conditions of education may justify.

Urban Municipalities in the Organized Counties

I. *In Cities*

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

(*a*) For a Provincial First Class Certificate $20.00
(*b*) For a Provincial Second Class Certificate $10.00

2. If said experience shall have been less than five years on the same date the Grant shall be—

(*a*) For a Provincial First Class Certificate $10.00
(*b*) For a Provincial Second Class Certificate $5.00

II. *In Towns*

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

(*a*) For a Provincial First Class Certificate $30.00
(*b*) For a Provincial Second Class Certificate $15.00

2. If said experience shall have been less than five years on the same date the Grant shall be—

(*a*) For a Provincial First Class Certificate $15.00
(*b*) For a Provincial Second Class Certificate $7.50

III. *In Villages*

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

(*a*) For a Provincial First Class Certificate $40.00
(*b*) For a Provincial Second Class Certificate $25.00

2. If the said experience shall have been less than five years on the same date the Grant shall be—

(*a*) For a Provincial First Class Certificate $25.00
(*b*) For a Provincial Second Class Certificate $16.00

Urban Municipalities in the Districts

IV. *In Urban Municipalities with a Population of 1,500 or over*

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

(*a*) For a Provincial First Class Certificate $40.00
(*b*) For a Provincial Second Class Certificate $30.00

2. If said experience shall have been less than five years on the same date the Grant shall be—

(*a*) For a Provincial First Class Certificate $30.00
(*b*) For a Provincial Second Class Certificate $25.00

3. For a Permanent or an Ordinary Third Class Certificate or a First Class County Board Certificate the Grant shall be $20.00

4. For a District Certificate the Grant shall be $15.00

V. *In other Urban Municipalities*

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

(*a*) For a Provincial First Class Certificate $50.00
(*b*) For a Provincial Second Class Certificate $37.50

2. If the said experience shall have been less than five years on the same date the Grant shall be—

(*a*) For a Provincial First Class Certificate $37.50
(*b*) For a Provincial Second Class Certificate $31.25

3. For a Permanent or an Ordinary Third Class Certificate or a First Class County Board Certificate the Grant shall be $25.00

4. For a District Certificate the Grant shall be $18.75

NOTE.—The term "Provincial First Class Certificate" used in I., II., III., IV. and V. above does not include First Class County Board Certificates.

January 31st, 1911.

SYLLABUS OF COURSES AND REGULATIONS FOR THE MODEL SCHOOLS, 1911

(Circular No. 4)

Location and Purpose

1.—(1) The Model Schools are situated at Athens, Bracebridge, Chatham, Clinton, Cornwall, Durham, Guelph, Kingston, Morrisburg, Napanee, Orillia, Perth, and Renfrew. Provision is also made at the North Bay Normal School for Model School work.

(2) The purpose of the Model Schools is to prepare teachers of the Third Class, in the theory and the art of organizing, governing and instructing the pupils of the Public and the Separate Schools; and to improve the general culture of such teachers, and, in particular, their academic preparation for teaching the subjects prescribed in the programme of studies.

(3) The attached Urban Public and Separate Schools, and the attached Rural Schools, are used, as required, to afford the teachers-in-training adequate means of observing well-conducted Schools, and of securing practice in teaching, discipline, and management.

Session

2. The session of the Model Schools will begin on the fifth day of September, 1911, and will end on the fifteenth day of December, 1911.

Conditions of Admission

Application to the Deputy Minister

3. Application for admission shall be made to the Deputy Minister not later than August 15th, 1911, on a form to be supplied by him.

4. (1) The applicant shall forward with his application to the Deputy Minister on official forms supplied by him, the following certificates:—

(*a*) A certificate from competent authority that he will be at least eighteen years of age before December 31st, 1911.

(*b*) A certificate from a clergyman, or other competent authority, that he is of good moral character;

(*c*) A certificate from a physician that he is physically able for the work of a teacher, and, especially, that he is free from serious pulmonary affection and from seriously defective eyesight or hearing.

(2) The applicant shall also submit one of the following:—

(*a*) A certificate of having passed the District Certificate Examination of 1904, or any subsequent year.

(*b*) A certificate of having passed the Examination for Entrance into the Model Schools.

(*c*) A certificate of having passed the July Examination for Entrance into the Normal Schools or Faculties of Education, *or* of having obtained 50 per cent. of the aggregate marks in either of these examinations with 34 per cent. in each paper; provided that in all such cases the candidate satisfies the Principal of the Model School that he is competent in the subjects of the Model School Entrance Examination which are not required at the said July Examinations. For either of the above examinations written in 1909 or previously, 40 per cent. of the aggregate and 25 per cent. in each paper will be accepted.

(3) No one will be admitted to a Model School who does not agree if successful in obtaining a teacher's certificate, to teach thereon in the Province of Ontario for at least the first year of his subsequent teaching experience. A violation of this agreement will lead to the cancelling of the teacher's certificate.

NOTE.—Candidates are hereby notified that they must present themselves at the date prescribed in paragraph 2, and comply fully with the conditions prescribed in paragraphs 3 and 4.

Duties of Principals and Assistants

5.—(1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Model School shall prescribe the duties of his staff and shall be responsible for the efficiency of the Model School.

(2) The other members of each staff shall be subject to the authority of the Principal.

Duties of Teachers-in-Training

6.—(1) Teachers-in-training shall board and lodge at such houses only as are approved of by the Principal.

(2) They shall attend regularly and punctually, and shall submit to such discipline and directions as the Principal may prescribe.

(3) Teachers-in-training who, in the opinion of the staff, are unduly defective in scholarship, or whose conduct or progress is unsatisfactory, may be dismissed by the Principal at any time during the session from further attendance at the Model School.

(4) All applicants are strongly advised to review carefully before entering, the work of the Lower School of the High Schools.

Text-Books

7.—(1) The text-books for the academic work shall be those prescribed in such subjects for the High Schools.

(2) The text-books for the professional work shall be those prescribed for the Public Schools, and those printed below in italics.

Literary Society

8. A Literary Society for general culture and for professional advancement shall be established in each Model School, and shall be fostered by the staff as an important part of the Course of Study. It should begin immediately after the work of organization has been completed, and should meet once each week until the special preparation for the final examination begins. The programme should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays.

Examinations

Subjects and Values

9. (1) (*a*) The final standing of the teacher-in-training shall be determined on the combined results of his sessional records (including Class Tests and Observation and Practice-teaching) and the prescribed final examination.

(*b*) The final examination papers shall be uniform for all the Model Schools, and shall be based upon the courses as laid down in this Syllabus.

(2) (*a*) The examinations in Group II and III shall include a thorough test of the academic qualifications of the teacher-in-training.

(*b*) At the examinations in Groups I and II there shall be one paper on each of the following subjects, and the maximum marks for each subject of the examination shall be as follows: the marks for the Sessional Records in each subject being 20 per cent. of the maximum.

Group I

Professional. Principles of Education, School Organization and Management, each 100.

Group II

Academic and Professional. Arithmetic, Literature, Grammar, History, Composition, Geography, and Nature Study, each 100.

Group III

(3) The marks counted in estimating the final standing of the teacher-in-training in the following subjects shall be those awarded him during the session, more especially towards the close thereof, for the oral, written, and practical tests in matter and, where applicable, in method, the maximum for each subject being as follows:—

Academic and Professional. Art, Music, Reading, Spelling, Writing, Physical Training, and Physiology and Hygiene, each 100; School Law and Regulations, 50.

Group IV

(4) The marks counted in estimating the final standing of the teacher-in-training in Observation and Practice-teaching shall be those awarded him in these subjects during the session and more especially towards the close thereof, after an introductory course of lessons in each. The maximum marks for Practice-teaching shall be 1,000, and those for Observation lessons 200.

Certificates

10.—(1) A teacher-in-training who at the final examination obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks for each of Groups I, II, III, and IV, may on the recommendation of the staff be awarded a Limited Third Class certificate valid for five years.

(2) A teacher-in-training who fails at the final examination in either or both of Groups I and II, but who passes in Groups III and IV, and makes 35 per cent. of the marks in each subject, and 55 per cent. of the aggregate of the marks in each of Groups I and II, may, on the recommendation of the staff and Board of Examiners, obtain a Limited Third Class certificate without attending a second session, by passing at a subsequent examination in the Group or Groups in which he has failed. All other candidates who fail shall attend a second session.

(3) Candidates who are exempt from attendance at a Model School and who are actually engaged in teaching, shall be exempt from an examination in Group IV, provided they submit to the Minister a certificate from their last Inspector that they have taught successfully for at least six months. The pass standard shall be 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks for each of Groups I, II, and III.

NOTE.—A Limited Third Class certificate issued to a successful candidate at the Model School final examination does not entitle the holder to teach in any school until the certificate has been endorsed by the Minister of Education as valid for that school. When a School Board is unable to obtain a teacher with a First or Second Class certificate, the Minister may, on the recommendation of the Inspector concerned, validate a Limited Third Class certificate for the school in charge of said Board for a limited period. Before applying to School Boards the holder of such certificate should make application to the Inspector for information in regard to available vacancies.

Programme of Studies

11.—(1) The courses of study for teachers-in-training shall consist of the following:

(*a*) A review as far as time will permit, of the Public School course and of the academic subjects, from the standpoint of pedagogy and the requirements of the Public and Separate Schools, including special instruction in Reading, Writing, Art, Physical Training, Physiology and Hygiene, Music, School Law and Regulations.

(*b*) The Principles of Education and General Methodology, Special Methodology, and School Organization and Management.

(*c*) Supervised Observation in the Public Schools.

(*d*) Supervised Practice-teaching in the Public Schools.

Order of the Courses

12.—(1) In order that the teacher-in-training may begin early the Observation work and the Practice-teaching, the following introductory courses shall be taken up in the following order:

(*a*) The prime essentials of the course in the Principles of Education and General Methodology.

(*b*) A course of Observation in the different forms of the Public Schools.

As soon as the course begins, one lesson a day shall be given in the course in (*a*) and in (*b*), the total number in each being from ten to fifteen.

(2) To prevent the dissipation of energy which would result from the concurrent study of a large number of subjects diverse in content, the system of intensive study should be followed so far as circumstances will permit. In the order of the courses and the grouping of the subjects, due regard should be had to the character of each subject and its natural relations, and to the logical development of the courses and their relative functional value in the pedagogy of the Public School programme. When a subject has been finished, it should from time to time be reviewed with a further extension of the most important parts, having due regard to its character and importance.

(*a*) On the professional side after the completion of the Introductory Course [12 (1) (*a*)] the course in the Principles of Education should be taken up three times a week until finished. The course in School Organization and Management should be taken up from the first three times a week until finished.

(*b*) The minimum number of periods for each of the professional and academic subjects should be as nearly as practicable as follows:

The Principles of Education, including the Introductory course, 35; School Organization and Management, 30; School Law and Regulations, 5; Arithmetic, 20; Grammar, 15; Literature, 15; History, 10; Geography, 15; Language and Composition, 20; Spelling, 8; Reading, 20; Nature Study, 15; Physiology and Hygiene, 8; Art, 15; Music, 10; Physical Training, 8; Writing, 15.

Observation and Practice-Teaching

13.—(1) The Introductory Courses provided for in Regulation 12 (1) (*b*) shall be followed by systematic Observation and Practice-teaching, the minimum number of Observation lessons being 30 and of Practice-teaching lessons 20; but these numbers shall be increased to meet the necessities of individual teachers-in-training.

(2) (*a*) The teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically per time-table arranged from time to time.

(*b*) At least that group to which the teacher-in-training belongs shall be present at the discussions on his Observation and Practice-teaching lessons.

(3) The Observation and Practice-teaching lessons for each teacher-in-training shall, as far as practicable, be arranged so as to cover the work of the Public Schools in all subjects and in all grades.

(4) (*a*) Teachers-in-training shall be notified by the Principal, of the subject and the scope of the Observation lesson, and shall prepare the lesson beforehand.

(*b*) After observing the lesson, they shall submit a report upon it to the teacher concerned.

(5) (*a*) Teachers-in-training shall be notified of the subject and the scope of the Practice-teaching lesson, by the teacher of the Public School, after consultation with the Principal.

(*b*) Teachers-in-training shall prepare a plan of each Practice-teaching lesson for submission to the teacher concerned.

(6) Model lessons for Observation by the students shall be taught by the teachers of the School in accordance with the regular programme of the Model School.

(7) (*a*) The necessary applications of the Principles of Education and of Special Methodology shall be made systematically by the Model School Principal in connection with the Model and the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the child's mind and growth.

(*b*) Concerted work on the part of the teachers in the Model School shall be secured by frequent conferences, especially before the work concerned begins.

Syllabus of Courses

Educational Principles and General Methodology

14. The object of the course is to provide teachers with such a working conception of the nature of Education and of Methodology as will improve natural tact and skill by determining procedure and forming ideals.

(1) Aim of Education: Examination of some of the current definitions of Education; relation of aim to procedure in Education.

(2) Function of the school: The relation of the school to other social institutions, the home, the church, the state, the vocation.

(3) Subject Matter of Instruction: Purpose and value of subjects of study.

(4) Methods of Instruction: Purpose of methods of instruction; necessity of basing methods of instruction on the knowledge of the laws of mental development.

(5) Instincts and Interests: The place of natural tendencies in the development of mental life; a study of some of the more significant of the child's instincts and interests; methods of eliminating, strengthening or modifying instincts or interests.

(6) Habit and Association: Nature of habit; relation of habit to instinct; condition of the formation of habits; the laws of habit applied to school studies, especially to those involving the acquisition of skill, such as writing, reading, manual training, art, etc.; the place of habit in character formation; nature of association; conditions of association; relation of association to habit; how to form permanent associations.

(7) Apperception: Nature of apperception; necessity for making subjects taught meaningful; the process of interpreting the new in terms of the old applied to school studies; significance of the maxim, "Proceed from the known to the related unknown."

(8) Attention: Nature of attention as a process; conditions of attention; relation of attention to habit and association; interest in its relation to attention; voluntary and non-voluntary attention distinguished; attention in young children and in adults compared; methods of securing and retaining attention; obstacles to attention.

(9) Retention: Conditions of retention; the relation of retention and apperception; the factors in efficient recall; functions of the drill lesson and of the review lesson; methods of conducting drill and review.

(10) Individual and General Notions: How they are distinguished from each other; how individual notions should be approached and presented; how to proceed from individual to general notions; the value of types in the development of general notions; how general notions should be applied.

(11) Laws underlying the Process of Teaching: The relation of analysis to synthesis, of induction to deduction.

(12) Impression and Expression: Their interdependence; importance of this interdependence as the basis for the constructive side of school work; its bearing upon the development of character.

(13) The Plan of the Recitation: Adjustment to the needs of the capacities of the pupils; relation of previous work; examination of the "five formal steps" of the Herbartians.

(14) Teaching Devices: Use of questioning in the development of the individual and general notions; right and wrong methods of questioning; examination of the so-called Socratic method; answers; qualities of a good answer; treatment of faulty answers; mistakes in dealing with answers; illustrations; their office and value.

Books of Reference:—

McMurry: *Method of the Recitation.*
Gordy: *Psychology.*
Tilley: *Methods of Teaching.*

School Organization and Management

15. The object of the course is to give the teacher, in the light of the principles of education, a knowledge of the technique of school management and organization, which shall enable him to secure the smooth and efficient working of his school. The course includes the following topics:

(1) *The Teacher:* Natural qualifications of a good teacher; importance of scholarship, of training, of experience, of professional studies, of wide culture, of Teachers' Associations, etc.; the teacher's relations with the Principal, the Inspector, or trustees, parents; civic and social duties; personal power and influence in the school, in the community; daily preparation for teaching; correcting written exercises; care of health.

(2) *Classification:* The meaning and the problems of school organization; promotions, when and how made; in graded schools the division of subjects and pupils among the several teachers.

(3) *The Daily Programme:* Its purpose and value; principles involved in the construction of a time-table; seat work; individual blackboard work; the question of fatigue; typical time-tables for graded and for ungraded schools; school records.

(4) *Written Examinations:* Good effects; bad effects; school results that cannot be tested by examinations; how to set examination papers; reading and valuing the answers; examinations as related to promotions.

(5) *School-room Routine:* Chief varieties of mechanizing routine, their advantages and disadvantages; appointment of monitors.

(6) *Desirable School Habits:* Punctuality; neatness in person and in work; accuracy; quietness; industry; obedience; the relation of the preceding to moral training.

(7) *School Incentives:* Kinds and office; effects on character, on school work, on health.

(8) *Order and Discipline:* What is meant by good order; the chief elements of governing power; faults and how to avoid them; co-operation of school and home; punishment; ends and necessity; right conditions; characteristics of judicious punishment; injudicious punishment; the discipline of consequences.

(9) *Physical Education:* Relations of physical and intellectual development; importance of change of work; value of plays and games; organized or unorganized play; dangers of fatigue; the teacher on the playground; physical exercise within the school.

(10) *The Kindergarten*: Its essential principles; relation to the school system as a whole.

NOTE.—For information as to the necessary details of School Accommodations and Equipment, the teacher-in-training is referred to Circular 33.

BOOKS OF REFERENCE:—

Millar: *School Management.*
Bagley: Class Management.
White: School Management.
Landon: Principles and Practice of Teaching and School Management.

Special Methodology

16. The object of the course is to prepare the teachers-in-training for intelligently observing and teaching in all grades of the attached Public Schools, by enabling them to apply the principles of education and, in particular, to adapt to the work in each subject the principles of General Method. The work in the special method of each subject is introduced by a few lessons of a general character, embracing the application of the principles of General Methodology to the teaching of the subject. These introductory lessons are followed by a series of a more detailed character, dealing with:

(1) The selection and the organization of material for the Public School Forms, taken in order, from the standpoint of presentation to the pupil.

(2) The discussion of special methods of instruction concurrent with the academic review of the subject matter.

The courses shall be taken up in terms of the Public School Programme of Studies, the provisions of which shall be constantly kept in mind.

GENERAL BOOKS OF REFERENCE:—

The Public School Manuals.
Chubb: Teaching of English.
Hodge: Nature Study and Life.
Dearness: How to Teach Nature Study.
Silcox and Stevenson: Nature Study.
Geikie: Teaching of Geography.
Annandale: The Concise Imperial Dictionary.

I. Language and Composition

17. The special object of the course in Language and Composition is to prepare the teacher to train his pupils to speak and to write good English as a fixed, unconscious habit. The course includes the following topics:—

The importance of language training; the place of a knowledge of the mother tongue in education; the value of clearness, force and grace of expression.

Oral and written composition: Their relation; how habits of speaking and writing correctly are formed; the effect of the teacher's example upon the pupil's language; importance of libraries for supplementary reading; influences opposed to good usage; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

Methods in oral and written composition: Methods of encouraging pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected therewith and the means of avoiding them; value of formal linguistic exercises; the relation of a knowledge of grammatical rules to the development of correct forms in speech; method of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home-work in written compositions; methods of correcting compositions; value of re-writing.

Mechanics of written composition: Sentence and paragraph structure; paragraph compositions; the use of capitals, punctuation marks, quotation marks, abbreviations, etc.

Materials for written and oral composition: Principles governing choice of topics; gathering, selecting and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary; pictures suggestive of stories, school games, autobiographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto; bills, receipts, promissory notes, etc.

II. Reading

18. The special object of the course in Reading is to prepare the teacher to train his pupils to get the writer's thought and feelings (*intelligent reading*) and to communicate them to the listener so that he may appreciate them (*intelligible reading*). The course includes the following topics:—

The scope of reading: Its correlation with other subjects; importance of training in reading and the principles of vocal expression to pupil's ordinary speech and general culture; the limitations of the pupil's ability to interpret words; his previous preparation.

Forms of reading: The function and value of silent reading, sight reading, dramatic reading, elocution, declamation.

Methods in reading: Examination of the various methods of teaching beginners to read; advantages and disadvantages of each; devices for securing rapid word recognition and for fixing attention on the thought as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils. Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; the necessity for giving attention to expression

in all stages; the objects of advanced reading; methods of developing in pupils the habit of reading for thought and pleasure; reading as a means of creating and fostering a taste for good literature.

III. Spelling

19. The special object of the course in Spelling is to prepare the teacher to secure accuracy in the mechanism of written word-expression. The course includes the following topics:—

Scope of spelling: Its correlation with other subjects; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

Methods in spelling: Necessity for teaching, not merely testing, spelling; examination of the various methods of teaching spelling; the adaptation of each to the nature of the words and to the individual mental characteristics of pupils; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

Materials for spelling: Principles of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling-book.

IV. Literature

20. The special object of the course in Literature is to prepare the teacher to create in his pupils a taste for good literature, while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and the power of artistic expression of thought and feeling. The course includes the following topics:—

Selection of subject-matter for Literature Lessons: Qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable fairy tales, fables, nature stories, etc., adapted to children of lower grades and of general works for pupils in the highest forms; complete wholes *versus* extracts.

Methods in teaching literature: Methods of dealing with primary literature; comparison of values of reading and telling; the application of the general principles of method to the teaching of literature; method in supplementary reading contrasted with that in exact study; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well.

Lesson procedure: Preparation of the pupils; necessity for preparing a suitable mood for the lesson; how far the author's biography has a place here; preliminary reading of the selection; the main thought of the lesson grasped in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought elements and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts to the unity of the whole, the main thought of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction; suitable seat work.

Examinations in literature: Difficulties of examining in literature; specimen examination questions.

Teacher's preparation: Special importance of teacher's own qualifications; sessional private reading-courses for teachers-in-training; suggestions for their future reading.

School Library: Principles to be kept in view in selecting works for the school library; methods of making use of school library; means of securing the co-operation of the home in the pupil's reading.

V. Grammar

21. The special object of the course in Grammar is to prepare the teacher to secure precision of expression on the part of his pupils, to train them in habits of logical analysis, and to give them a basis for self-criticism in language by developing the principles of language structure. The course includes the following topics:—

Meaning of Grammar; the relation of grammar to speech; correlation with other subjects; reasons for and against retaining it in elementary schools; reasons for deferring the formal study till Form IV.

The sentence as the starting point; basal value of function; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions, their value; how to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax.

VI. History

22. The special object of the course in History is to prepare the teacher to train pupils to adapt human experiences to present situations. In the elementary stages the chief objects are to arouse an interest in historical studies, to enable the pupils to appreciate the logical sequence of events, and to give them a knowledge of their civil rights and duties; also to stimulate a love of country. The course includes the following topics:—

The scope of History: The correlation of history with other subjects, especially geography; the special value of Canadian and of British history; the proper perspective in the development of the subjects; parts enlarged in the academic review; what makes an event important.

Methods: The recitation, its form and purposes; the place of oral teaching and of blackboard work by teacher, and of written exercises at seat and at blackboard by pupils; methods in oral and in written work; the use of pictures, maps, etc.; of readers and of the text-book; relation of method to the personality of the teacher and his knowledge of the subject; special importance of preparation of lesson by teacher owing to mass of detail; errors to be avoided.

The selection and arrangement of material suitable for different grades; the place and purpose of each of the following:—

History of the aborigines, pioneers, local history.

Biography: The natural attractiveness of biography; the relation of biography to history; the effects of a study of biography on the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions, for pupils of higher grades.

Civics: Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of means of transportation, etc., study of present forms of civic institutions.

Epochs: Their relation to biography; systematic chronological study of history; its value and its dangers; the causal sequence of events.

Supplementary material: The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades. Significance and value of the Flag.

VII. Geography

23. The special object of the course in Geography is to prepare the teacher to extend the pupils' knowledge of the earth and its relation to life thereon, and to assist them in interpreting and utilizing their physical environment in accordance with their needs. The course includes the following topics:—

The scope of Geography; its relation to other subjects, especially to Nature Study, History, and Elementary Science.

The review of the course should lay special emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies; rock formation and soils; distribution of mineral products; plant and animal life; the earth's relation to other heavenly bodies; weather and climate; man's relation to the rest of the world; commercial and political geography.

Methods: Consideration of the order of development of the subject in rural and urban schools; the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, stereoscopic views; modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena (see course in Experimental Science); excursions in connection with the observations in local geography; the use of reference library, books of travel, geography readers, etc., common mistakes in teaching geography and means of avoiding them; special importance of preparation of lesson by teacher owing to mass of details.

VIII. Nature Study

24. The special object of the course in Nature Study is to broaden and deepen the teacher's sympathies and interests, and, through him, those of his pupils, by training them to observe and interpret the common phenomena of the world about him. The course includes the following topics:—

The character and scope of Nature Study; its relation to formal science; its correlation with other subjects.

Material for Nature Study: Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories, literature, etc.

Methods in Nature Study: Nature Study as a method: special characteristics of a typical nature study lesson; directions for conducting school excursions. The study of special topics dealing with materials of nature study and illustrating methods of presentation in all grades of public schools, the topics to be typical and to be selected from various grades and departments of the Public School course of study.

NOTE.—Teachers-in-training should make frequent excursions for the purpose of studying materials in their natural environment and relations. They should make collections of different kinds for their own use as well as to enable them to direct as teachers the practical side of nature study. The nature of the collections will be regulated by the kind of school in which the student will likely teach; rural teachers should make collections of weeds, weed seeds, economic plants, diseased plants, injurious and beneficial insects, etc.; urban teachers, of factory products, garden flowers, etc.

IX. Arithmetic

25. The special object of the course in Arithmetic is to improve the teacher's knowledge of the subject that he may use it effectively as a means of logical training and more particularly that he may be prepared to give his pupils such instruction in the various arithmetical processes as will enable them to make with accuracy, rapidity, and facility, the calculations and computations which their future life may render necessary. The course includes the following topics:

The scope of Arithmetic; its relation to the other subjects of the curriculum; importance of its practical aspects as related to the lives of the pupils; danger of overestimating its value as training in logic; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods in Arithmetic: Analysis and synthesis, induction and deduction, compared, illustrated and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of text-books and of prescribed apparatus; the importance of training in, and devices to secure neatness, accuracy and speed in computation; the importance, place and treatment of oral arithmetic; the value of problems; the essentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; blackboard work; drill and examination work in arithmetic.

A thorough treatment of the various arithmetical operations and their applications with special stress upon the requirements of teachers engaged in public school work. This should include the following:—

Counting; measuring with standard units; numbers 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition-tables, exercises, devices; subtraction by decomposition, by equal additions, and by complementary additions; multiplication, relation to other operations, tables, exercises, factors; division, short and long, factoring, cancellation, division by factors; measures and multiples.

Fractions: How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration, notation, and operations with those of integers, recurring decimals.

Applied Arithmetic: Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration, including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders and prisms; square root.

X. Writing

26. The object of the course in Writing is to train the teacher to write rapidly and legibly, and to make him familiar with the best means of securing the most satisfactory results in the teaching of the subject. This course includes the following topics:—

The purpose of writing; its correlation with other subjects.

Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copybooks; use of blank paper; its ruling; value of transcription, dictation and composition in writing; use of the blackboard to teach

the correct form of each letter singly and in combination; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

NOTE.—**After the teacher-in-training has mastered in class the proper formation of the letters, etc., and the movement exercises, the master should require him to hand in from time to time exercises for criticism until his handwriting is satisfactory.**

The writing in the Schools is so generally defective that the subject must receive special emphasis.

XI. Art Work

27. The special object of the course in Art is to give the teacher such a knowledge of the subject, such a training of his æsthetic nature, and such facility in the use of Art as a means of expression, as will enable him to develop like tastes and powers in his pupils. The course includes the following topics:—

The scope of art; art as a mode of expression and a means of æsthetic culture; its correlation with other subjects in the school course.

Freehand Drawing: How to use the various mediums, pencil, charcoal, crayon, ink with pen or brush; the drawing of common flat objects, such as leaves, grasses, brooms, shovels, saws, hammers, in an appropriate medium; the drawing of common spherical, cylindrical and rectangular solids, illustrating the principles of freehand perspective; the grouping of objects; simple landscapes from nature and imagination; illustration of games, occupations, nursery rhymes and stories, pose drawing; drawing from casts.

Blackboard Drawing: The use of white, black, and coloured crayons on the blackboard and on large pieces of paper; rapid illustrative sketches to aid in the teaching of all subjects; blackboard drawing specially important to the teacher as a means of expression; the representation in colour, neutral values, and sepia, of leaves, grasses, flowers, fruits, trees, insects, pet animals, birds, and common objects; the grouping of objects; simple landscapes from nature and imagination; elementary composition of pictures.

BOOKS OF REFERENCE:—

Prang's *Text Books of Art Education;* 7 books, $2.40.
Prang's Drawing Course.

XII. Music

28. The special object of the course in Music is to train the teacher in the use of Music as a means of self-expression and of æsthetic culture. The course includes the following topics:—

Tune: Practice in singing from the staff and tonic-solfa modulators; intervals of moderate difficulty, contained in the major diatonic scales; modulation from any given key to its relative minor, and its dominant and subdominant.

Time: Practice in singing rhythmical studies in simple or compound duple, triple, or quadruple time; the pulse as the unit of measurement in time, with its divisions into halves, quarters, or thirds in varied combination.

Voice Culture: Practice in correct tone production; vowel formation; enunciation of consonants; breath control; correct intonation; and the equalization of the various registers of the voice.

Songs: The study of songs suited to the requirements of pupils in all grades of Public and Separate Schools, with special attention to development of power in musical expression.

Notation: Elements of notation, both tonic-solfa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Methods: Concurrently with the foregoing course, a practical knowledge of recognized systems of teaching the tonic-solfa and staff notations.

NOTE.—Teachers-in-training, who, from any cause, consider themselves incapable of learning to sing, should present their cases to the teacher of music at the beginning of the term. If, on examination, it should be found necessary, special instruction will be provided, adapted to their needs; and their efforts to overcome any natural disability which may be found to exist, will be taken into account at the oral examination at the close of the term. The written examinations, however, are cumpulsory for all students, and, if the teacher-in-training is unable to sing, his certificate will state so.

XIII. Physiology and Hygiene

29. The object of the course in Hygiene is to train the teacher in the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings. The course includes the following topics:—

Contagious and Infectious Diseases: How to detect existence of common infectious and contagious diseases; modes of preventing spread of these diseases; sanitary legislation; duties of the teacher.

Personal Hygiene.

Care of teeth, skin, eyes and ears; relation of exercise to health; effects of alcohol and tobacco.

Accidents and Emergencies: First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost bites, sunstroke and heat-stroke, burns, bandaging.

BOOK OF REFERENCE:—

Knight: Introductory Physiology and Hygiene.

XIV. Physical Training

30. The special object of the course in Physical Culture is to enable the teacher to make proper provision for the physical training of his pupils.

Series of graded exercises to be used as recreation in class-room in intervals between classes.

Recreative gymnastics, or gymnastic games; indoor and outdoor games.

XV. School Law and Regulations

31. The Ontario School Law and Regulations so far as they deal with the duties and obligations of teachers and pupils.

February, 1911.

SYLLABUS OF REGULATIONS AND COURSES FOR THE NORMAL SCHOOLS, 1911-12

(Circular No. 23)

Location and Purpose

1.—(1) The Normal Schools are situated at Hamilton, London, North Bay, Ottawa, Peterborough, Stratford, and Toronto.

(2) The purpose of the Normal Schools is to prepare teachers of the Second Class, in the theory and the art of organizing, governing, and instructing the pupils of the Public and the Separate Schools; and to improve the general culture of such teachers and, in particular, their academic preparation for teaching the subjects prescribed in the programme of studies.

NOTE.—In addition to the work prescribed for the other Normal Schools, the School at North Bay prepares teachers-in-training for Third Class Certificates. For this School and its special conditions a separate announcement is made, which may be obtained on application to the Deputy Minister.

(3) The Normal Model Schools, the Model attached Public Schools, and the attached Rural Schools, are used, as required, to afford the teachers-in-training adequate means of observing well-conducted Schools, and of securing practice in teaching, discipline, and management.

Grades of Teachers-in-Training

2. There shall be two grades of teachers-in-training:

GRADE A.—Those who hold professional Third Class certificates with at least Junior Teachers' academic standing and have taught successfully a Public or a Separate School for one year.

GRADE B.—All others who hold Junior or Senior Teachers' academic certificates or who have passed the full examination for Entrance to the Faculties of Education or to the Normal Schools.

NOTE.—If the number of Teachers of Grade A standing applying for admission to any school is not sufficient to justify forming a class, such applicants will be required to attend one of the other schools.

Sessions and Vacations

3. (1) The session of the Normal Schools will begin and end as follows:

(*a*) The Session will begin on Tuesday, September 26th, at 9 a.m.

(*b*) For teachers-in-training belonging to Grade A., who may qualify at Easter for Second Class Certificates, it will end at a date to be fixed hereafter.

(*c*) For all other teachers-in-training it will end on Friday, June 21st, 1912.

(2) There shall be two vacations as follows:

(*a*) At Christmas, beginning on December 16th, 1911, and ending on January 2nd, 1912.

(*b*) At Easter, beginning on the Thursday before Good Friday and ending on the Monday following Easter Monday.

Conditions of Admission

4. (1) Application for admission shall be made to the Deputy Minister not later than Tuesday, September 5th, on a form to be supplied by him.

(2) Candidates who have appealed against the results of the July examination should apply for admission as above. If their appeals are successful they will be admitted on the same terms as other applicants.

NOTE.—To those who have complied with the prescribed conditions, a card of admission will be sent. Without this card no one will be admitted.

5. (1) The applicant shall forward with his application to the Deputy Minister, on official forms supplied by him, the following certificates:

(*a*) A certificate from competent authority that he was at least eighteen years of age before October 1st, 1911.

(*b*) A certificate from a clergyman or other competent authority that he is of good moral character.

(*c*) A certificate from a physician that he is physically able for the work of a teacher, and, especially, that he is free from serious pulmonary affection and from seriously defective eyesight or hearing.

(2) The applicant shall also submit one of the following:

(*a*) A professional certificate, an academic certificate, and a certificate of successful experience from an inspector, entitling the applicant to become a member of Grade A (see section 2).

(*b*) A full Junior or Senior Teachers' Academic certificate.

(*c*) A certificate of having passed the July academic examination for Entrance into a Faculty of Education.

(*d*) A certificate of having passed the July academic examination for Entrance into the Normal Schools, having endorsed thereon the prescribed certificate from the Principal of an Approved School that the applicant has completed satisfactorily the Lower School subjects of the High School course prescribed for entrance into the Normal Schools.

(3) Other applicants than those holding the qualifications prescribed in (2) above, shall present, beside the certificates required in (1), (*a*) (*b*) *and* (*c*) above, a certificate of having passed the July academic examination, and shall pass in addition in September an examination in the prescribed subjects of the High School Lower School in accordance with the following time-table, the pass standard being 40 per cent. of the marks for each subject and 60 per cent. of the aggregate:

Time-Table

Tuesday, September 12th

A.M.	8.45— 9.00	.....Reading Instructions to Candidates.
	9.00—11.00	.....Writing, Bookkeeping, and Business Papers.
	11.10—12.00	.....Spelling.
P.M.	1.30— 3.30	.....Geography.

Wednesday, September 13th

A.M.	9.00—11.00	.....English Grammar.
P.M.	1.30— 3.30	.....Biology.

Thursday, September 14th

A.M.	9.00—11.00	.....Arithmetic and Mensuration.
P.M.	1.30— 3.30	.....Art (Pencil and Brush Work).

NOTE.—For the examination in Art, candidates must come provided with drawing pencils, brushes, and colour boxes.

(4) This examination will be conducted at such of the following centres as may be requested by applicants prior to September 1st:

Windsor, Chatham, Sarnia, St. Thomas, London, Woodstock, Brantford, Simcoe, Cayuga, Welland, St. Catharines, Hamilton, Goderich, Stratford, Berlin, Guelph, Walkerton, Owen Sound, Orangeville, Barrie, Toronto, Whitby, Bowmanville, Cobourg, Lindsay, Peterborough, Belleville, Picton, Napanee, Kingston, Brockville, Prescott, Morrisburg, Cornwall, Alexandria, Vankleek Hill, Ottawa, Smith's Falls, Renfrew, Bracebridge, North Bay, Sault Ste. Marie, Port Arthur, Haileybury.

(5) Forms of application and full information for this examination will be sent to those who are required to write thereon, immediately on the receipt of their applications for admission. Applications to write on the Examination must be received at the Department of Education not later than Sept. 1st. Only *bona fide* applicants for admission to a Normal School for the ensuing session are eligible to become candidates at this examination.

(6) No one will be admitted to a Normal School who does not agree if successful in obtaining a teacher's certificate, to teach thereon in the Province of Ontario for at least the first year of his subsequent teaching experience. A violation of this agreement will lead to the cancelling of the teacher's certificate.

Candidates are hereby notified that they must present themselves at the date prescribed in paragraph 3 (1), and comply fully with the conditions prescribed in paragraphs 4 and 5.

Duties of Principals and Assistants

6. (1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Normal School shall prescribe the duties of his staff and shall be responsible for the efficiency of the Normal and the Model School.

(2) The other members of each staff shall be subject to the authority of the Principal.

(3) Subject to the direction of the Minister, each Normal School Master, in company with the Public School Inspector, shall visit each year Rural Schools in the district in which the Normal School is situated. He shall submit a report of his observations for the consideration of the whole staff of the Normal School.

(4) Each Principal shall submit to the Minister of Education, not later than Dec. 31st of each year, a report in detail upon the character of the preparation of the teachers-in-training in attendance who have been admitted on certificate from the Principal of each Approved School.

(5) Subject to the direction of the Minister, each member of the Normal School staff shall take part in the work of the Teachers' Institutes at such dates as the Minister may arrange.

Duties of Teachers-in-Training

7.—(1) Teachers-in-training shall board and lodge at such houses only as are approved of by the Principal.

(2) They shall attend regularly and punctually, and shall submit to such discipline and direction as the Principal may prescribe.

(3) Teachers-in-training who, in the opinion of the staff, are unduly defective

in scholarship, or whose conduct or progress is unsatisfactory, may be dismissed by the Principal at any time during the session from further attendance at the Normal School.

(4) All applicants are strongly advised to review carefully before entering, the work of the Lower School of the High Schools.

Text-Books

8.—(1) The text-books for the academic work shall be those prescribed in such subjects for the High Schools.

(2) The text-books for the professional work shall be the text-books prescribed for the Public Schools, and the professional works whose titles are printed below in italics.

Library

9. Under the direction of the different members of the staff, the Library shall be constantly used for consultation by the teachers-in-training. To this end it contains a supply of books of general literature, and a sufficient number of copies of each of the most important professional books of reference, a list of which is given in this Syllabus.

Literary Society

10. A Literary Society for general culture and for professional advancement shall be established in each Normal School, and shall be fostered by the staff as an important part of the Course of Study. It should begin immediately after the work of organization has been completed, and should meet once each week until the special preparation for the final examination begins. The programmes should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays. Suitable lecture courses also will be arranged for under the direction of the Minister of Education.

Examinations

Subjects and Values

11.—(1) (*a*) The final standing of the teacher-in-training shall be determined on the combined results of his sessional records and his prescribed examinations.

(*b*) In addition to oral and written class tests in each subject, and the Observation and Practice-teaching records, there shall be a written examination in the subjects of Groups I and II below, immediately before the Christmas vacation.

(*c*) There shall be two Final written examinations in Groups I, II, and III, one at Easter for the teachers-in-training belonging to Grade A; and one at the close of the Session in June for the teachers-in-training belonging to Grade B; and for those of Grade A who fail to qualify at Easter or who postpone their examination.

(*d*) Each of the Easter and June examinations shall be based on the work preceding it. The final examination papers in Groups I and II shall be uniform for all the Normal Schools, and shall be based upon the courses as laid down in this Syllabus.

(*e*) The examinations in Groups II and III shall be based on the courses as laid down in this Syllabus, and shall include a thorough test of the academic qualifications of the teacher-in-training for teaching all grades of Public School work.

(2) At each examination in Groups I and II there shall be one paper on each of the following subjects and the maximum marks for each subject shall be 100; the marks for the Christmas Examination and the Sessional Records in each subject being 40 per cent. of the maximum.

Group I

Professional. Science of Education, History of Education, School Organization and Management.

Group II

Academic and Professional. Arithmetic, Algebra and Geometry, Literature, Grammar, History, Composition, Geography, Elementary Science, and Nature Study and Agriculture.

Group III

(3) The marks counted in estimating the final standing of the teacher-in-training in the following subjects shall be those awarded him during the session, more especially toward the close thereof, for the oral, written, and practical tests in matter and, where applicable, in method, the maximum for each subject being 100 each, except for Manners, for which the maximum shall be 50 (25 for the paper, and 25 on the report of the staff as to the general deportment of the teacher-in-training).

Academic and Professional. Art, Music, Reading, Spelling, Manual Training, Household Science, Physical Training, Writing and Book-keeping, Hygiene, and Manners.

Group IV

(4) The marks counted in estimating the final standing of the teacher-in-training in Observation and Practice-teaching shall be those awarded him in these subjects during the session and more especially toward the close thereof, after an introductory course of lessons in each. The maximum marks for Practice-teaching shall be 1,200, and those for Observation lessons 200.

Certificates

12.—(1) A teacher-in-training belonging to Grade A, who, at the Easter or the June final examinations, obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks for each of Groups I, II, III, and IV, may, on the recommendation of the staff, be awarded a permanent Second Class certificate, provided he is then twenty-one years of age, or an Interim certificate valid until he reaches that age, when a permanent certificate may be issued on application.

(2) A teacher-in-training belonging to Grade B, who at the June final examination obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks for each of Groups I, II, III, and IV, may on the recommendation of the staff be awarded an Interim Second Class certificate, which will be made permanent at the end of two years' successful experience duly certified on an official form by the Inspector concerned, provided the teacher is then twenty-one years of age. An Interim Second Class certificate which expires before the teacher is twenty-one years of age, or before the holder has taught two years thereon, may be renewed until that date, on the recommendation of the Inspector concerned.

(3) (*a*) A teacher-in-training who at the June final examinations fails to obtain a Second Class certificate but who makes at least 60 per cent. in Group IV., and 35 per cent. of the marks in each subject and 55 per cent. of the aggregate of the marks in each of Groups I, II, and III, may on the recommendation of the staff be awarded a Third Class Certificate valid for two years.

(*b*) Such teacher-in-training who at a subsequent Easter or June examination passes at one examination, in the Group or Groups in which he failed may be awarded an Interim Second Class certificate on the conditions prescribed in (2) immediately preceding.

(4) All other teachers-in-training shall be required to attend a second session.

(5) Candidates who have not attended a Normal School, who are exempt from such attendance, and who are actually engaged in teaching, may take Group I, II, and III, at the same examination or at different examinations, and shall be exempt from an examination in Group IV, provided they submit to the Minister a certificate from their last Inspector that they have taught successfully. The pass standard shall be 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks for each of Groups I, II, and III.

PROGRAMME OF STUDIES

At the Ontario Agricultural College, Guelph

NOTE.—A circular containing the details of the courses and the regulations connected therewith may be obtained on application to the Principal.

13.—(1) Beginning in April at a date to be settled, a course of about ten weeks will be provided at the Ontario Agricultural College, Guelph, in Elementary Agriculture and Horticulture and in Elementary Industrial Training, with concurrent discussion of methods, supplementary to the courses in these subjects in the Normal Schools, for teachers-in-training who pass the April examination for Second Class certificates. The object of the course is to provide duly qualified teachers for the Public and Separate Schools in—

(*a*) Elementary Agriculture and Horticulture; and

(*b*) Elementary Industrial Training.

(2) The above courses at the Agricultural College are optional, and teachers-in-training may take either, but not both.

At the Normal Schools

14.—(1) The courses at the Normal School shall consist of the following:

(*a*) A review of the Public School course and of the academic subjects prescribed for admission into the Normal Schools, especially those of the Lower School, from the standpoint of pedagogy and the requirements of the Public and Separate Schools, with such an extension of said subjects for the purpose of culture as time will permit; also special instruction in Reading, Writing, Art, Physical Training, Physiology and Hygiene, Music, Household Science, Manual Training, Manners, School Law and Regulations.

(*b*) The Science of Education, including Applied Psychology and Ethics, Child Study, and General Methodology; the History of Education; Special Methodology; and School Organization and Management.

(*c*) Supervised Observation in the Model Schools, also in the affiliated Rural Schools of the adjoining county or counties.

(*d*) Supervised Practice-teaching in the Model Schools.

2. For teachers-in-training of both Grades A and B, the main details of the courses shall be the same. The provision in Reg. 15 below refers to Grade B. The courses for Grade A shall be more intensive than those for Grade B.

Teachers-in-training belonging to Grade A will be assumed to have made themselves familiar with Bett's "The Mind and its Education," and McMurry's "The Method of the Recitation," before entering the Normal School.

Order of the Courses

Introductory

15.—(1) In order that the teacher-in-training may begin early the Observation work and the Practice-teaching, the following introductory courses shall be taken up in the following order, having due regard to the requirements of Grades A. and B. respectively:

(*a*) The introduction to the Science of Education, and those parts of the Applied Psychology, and Child Study which bear most directly upon General Methodology, the prime essentials of which shall be discussed in this connection. To this course shall be added a discussion of the functional value of each of the Normal School courses.

(*b*) A course of Observation in the different forms of the Model Schools.

One lesson a day shall be given in the course in (*a*); the total number being about twenty-five; and the number of introductory Observation lessons not exceeding ten.

Sessional

(2) To prevent the dissipation of energy which would result from the concurrent study of a large number of subjects diverse in content, the system of intensive study should be followed so far as the special qualifications of the members of the staff will permit. In the order of the courses and the grouping of the subjects, due regard should be had to the character of each subject and its natural relations, and to the logical development of the courses and their relative functional value in the pedagogy of the Public School programme. When a subject has been finished, it should from time to time be reviewed with a further extension of the most important parts, having due regard to its character and importance.

(*a*) On the professional side, after the completion of the introductory Course [15 (1)], the course in the Science of Education should be taken up three times a week until finished. The course in School Organization and Management should be taken up from the first three times a week until finished. The History of Education should not be taken up until after Christmas.

(*b*) The total number of periods for each of the professional subjects should be as nearly as practicable as follows:

The Science of Education, including the Introductory course, 70; School Organization and Management, 65; the History of Education, 32; Manners, 5.

(*c*) The number of lessons per week for each of the professional and academic subjects shall be, as nearly as practicable, as follows: Mathematics, 3; English (Grammar, Literature, History, Language and Composition, Spelling, and Reading), 7; Science (Physics, Chemistry, Biology, Geography, and Physiology and Hygiene), 5; Art, 2; Music, 2; Manual Training, 1½; Physical Training, 1; Writing and Book-keeping, 1; Domestic Science, 1½; Literary Society, 1; Observation and Practice-teaching (minimum), 4; Religious Instruction, 1.

(3) The foregoing principles of selection and order should also be observed in the Special Methodology and the academic treatment of the other subjects of the course:

(*a*) In the Mathematical group, Arithmetic should be taken up before Algebra and Geometry, being taken three times a week for about the first six months. It should then be continued with one lesson a week to the end of the session, the other two periods being given to Algebra and Geometry.

(*b*) The subjects of the groups, Geography and History; Language, Grammar, and Composition; and Phonics, Voice Culture, and Reading should respectively be related in organization as are the subjects of the mathematical group; Geography, Language, and Grammar, and Phonics and Voice Culture preceding in their respective groups.

(*c*) In the Science group, the Biological side should be given special attention during the Autumn and the Spring, and the Science subjects should be taken up first from the Nature Study point of view. On account of their relations to parts of the courses in Art, Domestic Science, and School Management, suitable introductory courses bearing directly on these subjects should be provided in Chemistry and Physics. So, too, on account of its basal relations to Psychology, Physical Training, Music, and School Management, the course in Physiology should be taken up at the beginning and completed as soon as practicable.

(*d*) The courses in Music, Art, Writing, Physical Training, Literature, Manual Training, and Domestic Science should continue throughout the session.

(*e*) Short courses should be provided at the beginning of the session in Spelling and Manners; and, toward the close, the School Law and Regulations.

Observation and Practice Teaching

16.—(1) The Introductory Courses provided for in Regulation 15 shall be followed by systematic Observation and Practice-teaching, the minimum number of Observation lessons being 40 and of Practice-teaching lessons 25 for Grade B, and 20 for Grade A teachers-in-training. but these numbers shall be increased to meet the necessities of individual teachers-in-training.

(2) (*a*) The teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically per time-table arranged from time to time.

(*b*) At least that group to which the teacher-in-training belongs shall be present at the discussions on his Observation and Practice-teaching lessons.

(3) (*a*) The Observation and Practice-teaching lessons for each teacher-in-training shall, as far as practicable, be arranged so as to cover the work of the Public Schools in all subjects and in all grades.

(*b*) The Observation and Practice-teaching lessons provided for in the logical development of the Normal School course shall be supplemented by other lessons in such forms of the Model School as may be available.

(*c*) Continuous Practice-teaching for several periods toward the end of the course shall be required, the teacher-in-training being wholly responsible for the discipline of the class.

(*d*) Teachers-in-training shall be available as substitutes in the Public or Separate Schools of the locality (urban or rural) in which the Normal School is situated, subject to arrangement with the Principal of the Normal School.

(4) (*a*) Teachers-in-training shall be notified by the Principal, of the subject and the scope of the Observation lesson, and shall prepare the lesson beforehand.

(*b*) After observing the lesson, they shall submit a report upon it to the Model School teacher concerned.

(5) (*a*) Teachers-in-training shall be notified of the subject and the scope of the Practice-teaching lesson, by the Model School teacher after consultation with the Normal School Master concerned.

(*b*) Teachers-in-training shall prepare a plan of each Practice-teaching lesson for submission to the Model School teacher concerned.

(6) (*a*) Model lessons shall be taught by the teachers of the Model School in accordance with the regular programme of the Model School.

(*b*) The Normal School masters in charge of the academic work in a subject shall develop its details in their teaching order, and after each suitable step, shall also themselves teach model lessons in special Public School classes in the Normal School and in the Model School itself. At these lessons the Model School teacher in charge of the subject shall be present.

(7) (*a*) The necessary applications of the Science of Education and of Special Methodology shall be made systematically by both the Normal School Masters and the Model School teachers in connection with the Model and the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the child's mind and growth. From time to time the Master in charge of the Science of Education should formally illustrate by actual teaching the principles he has discussed in class.

(*b*) As far as practicable, it shall be the duty of the members of both the Normal School and the Model School staffs, in accordance with the time-table, to be present at the Observation lessons and Practice-teaching of the teacher-in-training and to make jointly the criticism and the valuation of his work.

(8) Concerted work on the part of the Normal and the Model School shall be secured by frequent conferences of the staffs of both schools, especially at the beginning of the session.

Details of Courses

Science of Education

17. The object of the course in the Science of Education is to provide the teacher with a working conception of the nature of education which will be useful to him in forming ideals and determining procedure, to give him a rational basis for intelligently evaluating and selecting subject matter and methods of instruction, and to improve natural tact and skill through the acquisition of experience, with the least expenditure of time and energy. The course, which shall be as *practical* as possible, includes Applied Psychology, Child Study, and General Methodology.

I. *Introduction*

18. *The Aim of Education*: Provisional statement of the aim of education to be used as a working definition.

Function of the School: Function of the School in directing the development of the child's experiences during the plastic period; relation of the school to other social institutions, the home, the church, the state, the vocation.

Subjects of Study: School studies as typical forms of experience that the race has found valuable in meeting its needs; basis for determining the functional value of a subject in a course of study.

Methods of Instruction: The purpose of method; necessity for basing methods of instruction on a knowledge of the characteristics and the conditions of mental life; the problem of method a psychological problem. A preliminary outline of the general principles of method.

Books of Reference:—

McMurry: *The Method of the Recitation.* 75 cts.
Bagley: The Educative Process.

II. *Applied Psychology*

19. *Problems and Methods of Psychology*: The subject-matter of psychology; the essential characteristics of mental life; contrast between mental and physical phenomena; "stream of consciousness" and its "contents"; knowing, feeling, and willing; their interdependence.

Methods of studying the facts of mental life; the meaning of introspection; the limitations of introspective methods; methods of observing and interpreting the expressive signs of mental life; the attitude of the teacher as an observer; the place of experimental methods.

Nervous System and Mental States: Body and Mind, general nature of their connection; illustrations to show that mental life is dependent on physical conditions; outline study of the structure and functions of the nervous system in so far as it is related to mental processes; relation of mental growth to the development of the nervous system; conditions of sensory and motor development, development of the nerve centres through natural growth and through use; effects of disuse on nerve cells; connection between sensory and motor action; development of nerve connections; the "reflex arc"; automatic and reflex acts; the process of the growth of motor control; importance of a knowledge of the growth of the nervous system to the teacher.

Instincts: The place of natural tendencies in the development of mental life; the nature of instincts; outline study of some of the more important human instincts; transitory character of many instincts; necessity for utilizing instinctive tendencies at the time of their appearance; the adaptation of the subject-matter of instruction to the stage of natural development of the child; the dangers of introducing subjects too soon or too late; useful and injurious instincts; methods of strengthening and modifying instincts through use, and of weakening or eliminating them through disuse, substitution or repression; transformation of instincts into habits.

Habit: Nature of habit; physical basis of habit; the functions and limitations of habit; the dangers of mental "fossilization"; the relation of habit formation to school studies, especially those involving the acquisition of skill, such as writing, reading, manual training, art, etc.; pedagogical rules for the formation of new habits or the breaking up of old ones.

Interests: The nature of interests; interests as tendencies to thought and action.

Interests as an end to be sought in education; the importance of the cultivation of desirable and suppression of undesirable tendencies; instinctive interests; a classification of the more common instinctive interests; the relation of acquired to instinctive interests; the reciprocal character of knowledge and interest; growth of purposes and plans from natural instincts.

Interest as a means in education; tendencies as the starting points in acquisition of knowledge or the formation of habits of action; practical teaching rules for

applying the principle of interest in gaining knowledge; the relation of interest to effort; distinction between the interesting and the easy, and between the interesting and the pleasurable.

Capacities and Activities: Examination of some of the more fundamental capacities.

Sensitivity: The relation of sense impressions to the growth of knowledge. Retentiveness: The importance of retention in the growth of experience; conditions of retention. Relating activity: First steps in thinking; dissociation, discrimination, and association as activities. Expression: Process of giving significance to motor movements; relation of impression to expression.

The development of capacities through experience; the place of formal discipline as an end in education.

Apperception: Mental states or acts as dependent on original tendencies and previous experience; the development of mental life as conditioned on the interaction of the "old" and the "new"; learning as the development of experience into experience; necessity for making experiences meaningful; the process of interpreting the new in terms of the old; the necessity for studying the child's tendencies and capacities in selecting and presenting the subject matter of instruction; significance of the pedagogical maxim, "Proceed from the known to the related unknown."

Attention: The nature of attention; the selective character of attention; meaning of concentration of attention, dispersed attention and inattention; conditions of non-voluntary, or spontaneous attention; the relation of habit to attention; methods and devices for securing spontaneous attention; the conditions of voluntary attention; growth of purpose and plans; the importance of an aim on the part of the learner; the development of aims and ideals as an end in education; methods of securing voluntary attention; the application of the law of derived interest to school studies; the relation of voluntary to non-voluntary attention; gaining and holding attention; physical conditions favourable and unfavourable to attention.

Sensation and Perception: Sensation as a mental process; the physical conditions of sensation; classification of sensations; sensation qualities; the nature of perception; the presented and reproduced factors in perception; the functions of sensation and perception as forming the basis for thought; the development of perception; the growth of percepts in richness and definiteness through the detection of new features connected with old things; the meaning of observation; the relation of observation to alertness and keenness of sense activity and to knowledge, interests and purposes; methods of cultivating habits of observation.

Imagination: Relation of imagery to sensory experiences; the function of imagery in interpreting the present by the past and in forming aims, purposes, and plans; power of imagery as varying in different people; types of imagery; the reconstruction of images; reproductive and productive imagination; their relation to each other; simultaneous association of images, as in perception; successive association of images in the train of thought; laws of association; physical basis of association; training the imagination as involving the storing of the mind with a rich stock of usable images and giving facility and dexterity in grouping images into new wholes for the sake of a definite purpose; school studies and activities as a means of training the imagination; study of children for the purpose of determining the "mind stuff" in which they think.

Memory: The characteristic features of memory; the relation of memory to reproductive imagination; retention, recall and recognition as factors in memory;

characteristics of a good memory; recency, vividness, frequency and association as factors in efficient recall; training of memory; cultivation of memory as improvement in methods of recording facts; methods of securing vividness of original impression; relation of attention to retention; rules or proper use of repetition; methods of securing association and organization; cramming and its effects.

Thinking: The importance of consciousness of meaning in the development of mental life; meaning dependent on relations; thinking as the process of grasping relations; thinking of the child and the adult compared; analysis of conceptional thinking; nature and growth of a concept; the place of the image in conception; the relation of conception to language; judgment as a phase of thinking; sound judgment as an end in education; reasoning as purposive thinking; deductive reasoning; inductive reasoning; the interrelation of induction and deduction: principles involved in training in thinking; school studies as a means of training in thinking.

Feeling and Emotion: Various uses of the term feeling; feeling as the tone of a conscious state; qualities of feeling; relation of feeling to cognition and to motor reaction; nature of emotion; relation of emotion to instinct and to feeling; conditions upon which the appearance of emotion depends; functions of feeling and emotion, their influences on attention, judgment and effort; outline study of some of the more significant emotions; directions along which emotional development should take place; place of habit in emotional development, the growth of moods, sentiments, temperaments, and dispositions; significance of school studies and activities in the growth of feeling and emotion.

Will: Involuntary and voluntary action compared; a voluntary act as the attentive selection of one way of action as against another; the place of deliberation, effort and choice in a voluntary act; factors in a well-balanced will; study of volitional types which vary from the normal, such as, the impulsive type and the obstructed will; relation of involuntary action to voluntary in the training of the will; methods of developing normal will through the activities of the school and the home; methods of dealing with abnormal types of will; education in its relation to conduct; elements involved in moral training; the function of the school in moral training; effects of methods of instruction on morals; moral effects of school studies; value of specific moral instruction; character development as the full aim of education; factors in character development; the function of the school in character development.

Books of Reference:—

Betts: *The Mind and its Education*. $1.00.
Angell: Psychology.
Halleck: Education of the Central Nervous System.
James: Talks to Teachers.

III. *Child Study*

20. The object of the course in Child Study is to enable the teacher-in-training to adapt intelligently his methods in each subject to the child's mind at the different stages of its growth. The course includes the following topics:—

The scope of Child Study; methods of investigation; importance to the teacher of the study of the child mind. Physical growth and development during infancy, childhood and adolescence. Mental development during the same periods. Mental

types and variations from normal mental conditions. Differences in individual children. The study of children along the lines suggested in the course in Applied Psychology.

Book of Reference:—

Kirkpatrick: Fundamentals of Child Study.

IV. *General Methodology*

21. The object of the course in its final stage is to gather up the main facts and principles bearing most directly on methods of instruction which have been developed in connection with the various topics in Applied Psychology and Child Study; and, by dwelling on connections and relations, to organize the whole into a comprehensive and logical system of General Methodology [see 15 (1) (*a*)] and so form a basis for the Special Methodology. The course includes the following topics:—

The Problem of General Method: The relation of general method to special methods and teaching devices; the relation of method to subject matter.

Planning for the Lesson: Principles to be observed in dividing the subject matter into topics or units of instruction; the adjustment of the lesson to the tendencies, needs and capacities of the pupils; the relation of the lesson to previous work and to the stage of development of the pupils; necessity for the teacher to study the class as well as the subject matter of the lesson.

Means of Presentation of the Lesson: Lecture, text-book, and question-and-answer methods of presentation; advantages and limitations of each; graphic representation as a means of presentation; diagrams, etc.; nature and functions of objective teaching; limitations of objective teaching; principles governing successful use of objects, pictures, models, maps, etc.

The Aim of the Lesson: Aim of lesson from the teacher's standpoint; aim of lesson from the pupil's standpoint; tendencies as the starting point in the growth of knowledge or the acquisition of skill; relation of the child's interest to native instincts and capacities and to the development of aims and purposes; the relation of interest to self-activity; the use of interest in the school-room; the normal attitude of the learner as an attitude of inquiry; the necessity for connecting the lesson with some pre-existing need of the child or of making it fit into some of his purposes or plans; the place of the statement of the aim of the lesson; the nature and purpose of the preview.

Preparation of the Class for the Lesson: Necessity for revival, and reconstruction of the old experiences of the pupil in giving meaning to the new lesson; the aim of the lesson as a purpose in the recall of old experiences; means of recalling and utilizing old experiences in the presentation of the new lesson; "preparation" as a formal step in method.

Development of the Lesson: The effect of the preview, the statement of the aim and the preliminary stage of preparation to fix in the mind of the learner a vague mental whole within which mental movement in the lesson takes place; the purpose of the development of the lesson to give definiteness to this whole; the development as a process of analysis, focusing attention on particular phases within the whole, and of synthesis, instituting relations among these particulars; typical illustrations from varied subjects to show the meaning and the universality of application of this principle; the interdependence of analysis and synthesis; learning as an analytic-synthetic process; the place of comparison and contrast in the development of the lesson.

The analytic phase in learning; the principle of selection of relevant analysis; the place of sense-perception, telling and inference in the development of individual notions; meaning of "analytic methods" of teaching.

The synthetic phase in learning; the adaptation and use of selected material; the development and application of universal notions; meaning of "synthetic methods" of teaching; inductive and deductive methods of teaching; "presentation," "comparison," "abstraction," "generalization," and "application," as formal steps in instruction.

Expression as a Stage in Method: Necessity for expression as a stage in rational method; interdependence of impression and expression; the importance of this interdependence as the basis for the constructive side of school work.

Typical Lesson Forms: The study lesson; the recitation lesson; the development lesson; the drill lesson; the review lesson; the construction of lesson plans.

Teaching Devices: Use of questioning in the development of the lesson; right and wrong methods of questioning; examination of the so-called Socratic method; answers; qualities of a good answer; treatment of faulty answers; mistakes in dealing with answers; illustrations; their office and value; uses of the blackboard.

Books of Reference:—

McMurry: *The Method of the Recitation,* 75 cts.
Bagley: The Educative Process.
Thorndike: Principles of Teaching.

History of Education

22. The object of the course in the History of Education is to widen the professional outlook and rationalize school practice through the discussion of the development and of the merits and the defects of educational theories. It pre-supposes an historical background and discusses movements rather than individuals. The course includes the following topics, and deals only with the most important points:—

Education Prior to the Fifteenth Century: A *very brief* survey of significant movements, with reference to the following topics: Education among primitive peoples; education in Sparta and Athens, the idea of a liberal education; education in Rome, the idea of practical education; education and monasticism, education and chivalry, the early Universities.

The Renaissance: The relation of the Renaissance to modern civilization; its origin and educational significance; Erasmus, Vittorino da Feltre and Sturm; influence of Renaissance upon subject matter, methods and purposes of schools; humanistic conception of education; humanism and realism.

Reformation and Counter Reformation: The Reformation and the Renaissance; Luther and elementary education in Germany; Schools of the Jesuits and other religious Orders.

Realism in Education: Verbal realism as represented by Rabelais and Milton; social realism as represented by Montaigne; sense realism as represented by Bacon, Mulcaster and Comenius.

Education according to Nature: Development of the new conception of education; Locke and Rousseau.

Modern Educational Theories and Movements: Pestalozzi and the elementary school; Herbert and Methodology; Froebel and the Kindergarten; Spencer and

scientific tendencies in Education; education as social adjustment; public education in Great Britain; the development of public education in Ontario.

BOOKS OF REFERENCE:—

Monroe: *A Brief Course in the History of Education,* $1.00.
Quick: Educational Reformers.
Kemp: History of Education.

School Organization and Management

23. The object of the course is to give the teacher, in the light of the Science of Education, a knowledge of the technique of school management and organization which will enable him to secure the smooth and efficient working of his school. The course includes the following topics:—

School Management: Its scope and its return to the Science of Education.

The Teacher: Natural qualifications of a good teacher; importance of scholarship, of training, of experience, of professional studies, of wide culture, of broad sympathies, of sense of responsibility, and of earnestness of purpose; the teacher's relations to the principal, inspector, trustees, parents; his civic and social duties; his personal power and influence in the school and in the community; his daily preparation for teaching; the care of his health.

Classification: Principles governing the classification of pupils in the school; the advantages and disadvantages of graded and ungraded schools; number and size of classes in urban and rural schools; common defects in class instruction; effects of over-teaching; advantages of class instruction; defects of a rigid class instruction; the value of the individual system; examination of various methods of promotion; the division of subjects and pupils among the several teachers in graded schools.

Daily Programme: Its purpose and value; principles involved in the construction of a time-table; seat work; individual blackboard work; question of fatigue; typical time-tables for graded and for ungraded schools; registration and school records.

School-room Routine: Chief varieties of mechanizing routine; their advantages and disadvantages; the appointment and duties of monitors; fire drill.

Desirable School Habits: Methods of securing desirable school habits, such as punctuality, neatness in person and in work, accuracy, quietness, industry, obedience, etc.

Order and Discipline: Characteristics of good order; the relation of authority to discipline; the chief elements of governing power; rules, their value and enforcement; common faults and how to avoid them; discussion of methods of dealing with typical offences; the relation of incentives and penalties to order and discipline; co-operation of school and home in matters of discipline.

School Incentives and Penalties: Classification of incentives; the effects of each on school work and on health and character; the values of punishment; characteristics of judicious and injudicious punishment; the discipline of consequences.

Physical Education: Relation of physical to intellectual development; importance of change of work; value of play and games; organized and unorganized play.

The School Building and Premises, and School Hygiene: The grounds; situation, aspect, area, drainage, ornamentation, protection, water supply, its sources, impurities, modes of purification. (See Departmental Circular.)

The Outbuildings: Location, structure, and supervision.

The School House: School architecture, size, shape, and suitability of rooms, hall, etc., importance of proper lighting; how to secure proper lighting, position

of pupils with reference to windows; heating, warming by stoves, by hot air, by hot water, by steam, the advantages and disadvantages of each method, the jacketed stove; the thermometer, the hygrometer; fire-escapes and like appliances; ventilation; necessity for good ventilation; signs of vitiated air, moistening of air, quantity of fresh air needed, different methods of ventilation; furniture and equipment; desks and seats; necessity of adjusting the height to the pupil; blackboards, their size, situation, and kinds; cloak rooms and clothing; maps, globes, library, and other necessary apparatus and equipment; pictures and decoration of walls. (See Departmental Circular, No. 33, and XVIII below.)

School Law and Regulations: The Ontario School Law and Regulations in so far as they deal with the duties and obligations of teachers and pupils.

Books of Reference:—

Bagley: Class Management.
White: School Management.
Landon: Principles and Practice of Teaching and School Management.

Special Methodology

24. The object of the course is to prepare the teachers-in-training for intelligently observing and teaching in all grades of the Model Schools, by enabling them to apply the principles of education and, in particular, to adapt to the work in each subject the principles of General Method. The work in the special method of each subject is introduced by a few lessons of a general character, embracing the application of the principles of General Methodology to the teaching of the subject. These introductory lessons are followed by a series of a more detailed character, dealing with:

(1) The selection and the organization of material for the Public School Forms, taken in order, from the standpoint of presentation to the pupil.

(2) The discussion of special methods of instruction, concurrent with the academic review of the subject matter.

The courses shall be taken up in terms of the Public School Programme of Studies, the provisions of which shall be constantly kept in mind.

General Books of Reference:—

The Public School Manuals.
Carpenter, Baker and Scott: Teaching of English.
Chubb: Teaching of English.
MacClintock: Literature in the Elementary School.
Arlo Bates: Talks on the Writing of English.
Arlo Bates: Talks on the Teaching of Literature.
Hodge: Nature Study and Life.
Dearness: How to Teach Nature Study.
Silcox and Stevenson: Nature Study.
Scott: Nature Study and the Child.
Coulter: Practical Nature Study.
Geikie: Teaching of Geography.
Arnold Foster: This World of Ours.
Morang & Co.: The Study of Geography.
Smith: Teaching of Elementary Mathematics.
Young: The Teaching of Mathematics.
Annandale: The Concise Imperial Dictionary.

1. Language and Composition

25. The special object of the course in Language and Composition is to prepare the teacher to train his pupils to speak and to write good English as a fixed, unconscious habit. The course includes the following topics:—

The importance of language training; the place of a knowledge of the mother-tongue in education; the value of clearness, force and grace of expression.

Oral and Written Composition: Their relation; how habits of speaking and writing good English are formed; the effect of the teacher's example upon the pupil's language; value of reading and of memorizing good literature; importance of libraries for supplementary reading; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

Methods in Oral and Written Composition: Methods of encouraging the pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work: the dangers connected therewith and the means of avoiding them; value of formal linguistic exercises; method of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home work in written compositions; method of correcting compositions; value of re-writing.

Mechanics of Written Composition: Sentence and paragraph structure; paragraph compositions; the use of capitals, punctuation marks, quotation marks, abbreviations, etc.

Materials for Written and Oral Composition: Principles governing choice of topics; gathering, selecting and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary, and of places, operations and processes of personal interest; striking incidents in the history of the families of the pupils; pictures suggestive of stories, school games, autobiographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto.

II. Reading

26. The special object of the course in Reading is to prepare the teacher to train his pupils to get the writer's thought and feelings (*intelligent reading*) and to communicate them to the listener so that he may appreciate them (*intelligible reading*). The course includes the following topics:—

The Scope of Reading: Its correlation with other subjects; importance of training in reading and the principles of vocal expression to pupil's ordinary speech and general culture.

The processes involved in reading: The relation of ideas to symbols; the associations of visual, auditory, and motor images in reading; conditions of the formation of accurate visual and auditory impressions; constant necessity for connecting the printed symbol directly with the idea.

Forms of Reading: The function and value of silent reading; sight reading, dramatic reading, elocution, declamation.

Methods in Reading: Examination of the various methods of teaching beginners to read; advantages and disadvantages of each; devices for securing rapid word-recognition and for fixing attention on the thought and feeling as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils. Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; the necessity for giving attention to expression in all stages; expression to be based on impression; the objects of advanced reading; methods of developing in pupils the habit of reading for thought and pleasure; reading as a means of creating and fostering a taste for good literature.

Mechanics of Vocal Expression: The necessity for attention to the principles of vocal expression; time, inflection, pitch, force, quality, pause, phrasing, emphasis, stress; and to exercises for rendering the organs of speech subservient to the will—vocalization, articulation, breathing, development of chest and lungs, vocal training for pure tone; the connection between the reading lesson and the singing lesson.

III. Spelling

27. The special object of the course in Spelling is to prepare the teacher to secure accuracy in the mechanism of written word-expression. The course includes the following topics: —

Scope of Spelling: Its correlation with other subjects; nature and origin of peculiarities of English orthography; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

Methods of Spelling: Necessity for teaching, not merely testing spelling; examination of the various methods of teaching spelling; the adaptation of each to the nature of the words and to the individual mental characteristics of pupils; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

Materials for Spelling: Principles of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling book.

IV. Literature

28. The special object of the course in literature is to prepare the teacher to create in his pupils a taste for good literature, while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and the power of artistic expression of thought and feeling. The course includes the following topics:—

The nature and elements of literature.

Selection of Subject Matter for Literature Lessons: Qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable fairy tales, fables, nature stories, etc., adapted to children of lower grades and of general works for pupils in the highest forms; complete wholes *versus* extracts; the correlation of literature with nature study, geography, history, etc.

Methods in Teaching Literature: Methods of dealing with primary literature; comparison of values of reading and telling; method in supplementary reading

contrasted with that in exact study; the extensive and intensive study of literature; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well; the futility of attempts to develop formally the critical sense.

Lesson Procedure: Preparation of the pupils; necessity for preparing a suitable mood for the lesson; how far the author's biography and the experience of the pupils have a place here; preliminary reading of the selection; the main thought of the lesson grasped and the main feeling of the lesson impressed in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought elements and feeling elements, and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts and feelings to the unity of the whole, the main thought and feeling of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction; suitable seat work.

Examinations in Literature: Difficulties of examining in literature; specimen examination questions.

Teacher's Preparation: Special importance of teacher's own qualifications, a class course in Literature, in part based on the poetic selections in the Readers; the literary study of portions of the Bible prescribed by the Department of Education; sessional private reading courses for teachers-in-training; suggestions for their future reading.

School Library: Principles to be kept in view in selecting works for the school library; methods of making use of school library; means of securing the co-operation of the home in the pupil's reading.

NOTE.—**Teachers-in-training having conscientious objections to the literary study of the Bible shall be excused therefrom by the Principal. Religious instruction by local clergymen of the different denominations is provided in each Normal School.**

V. Grammar

29. The special object of the course in grammar is to prepare the teacher to train his pupils in habits of logical analysis, and to give them a basis for self-criticism in language by developing the principles of language structure. The course includes the following topics:—

Meaning of English Grammar; the relation of grammar to speech; correlation with other subjects; reasons for and against retaining it in elementary schools; reasons for deferring the formal study till Form IV; introductory work of Forms II and III.

The sentence as the starting point; basal value of function; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions, their value, how to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax; elementary etymology, the derivation and composition of words.

VI. History

30. The special object of the course in history is to prepare the teacher to train pupils to adapt human experiences to present situations. In the elementary stages the chief objects are to arouse an interest in historical studies, to enable the

pupils to appreciate the logical sequence of events, and to give them a knowledge of their civil rights and duties; also to stimulate a love of country. The course includes the following topics:—

The Scope of History: The correlation of history with other subjects, especially geography; the special value of Canadian and British history; the proper perspective in the development of the subject; arts enlarged in the academic review; what makes an event important.

Methods: The recitation, its form and purposes, the place of oral teaching and of blackboard work by teacher, and of written exercises at seat and at blackboard by pupils; methods in oral and in written work; the use of pictures, maps, etc., of readers, of source books, of the text-book, and of current journals and periodicals.

Stages in the Course: Special necessity for the adaptation of the teaching of history to the pupil's growing knowledge and logical capacity. The picture and story stage, a methodically arranged series of picturesque biographies graphically narrated; no text-book. The information stage; an introduction to history proper, methodically presented; external and picturesque side made prominent, with emphasis on biographical and social aspects; introduction of history readers and biographies in the library. The reflective stage; the study of causal relations and of the origin, development, and inner life of our institutions.

The selection and arrangement of material suitable for different grades; the place and purpose of each of the following:—

History of aborigines, current history, pioneers, local history.

Characteristics of peoples, as those of the United States, Japan, China, Germany, France, Italy, Quebec.

Biography: The natural attractiveness of biography; the relation of biography to history; the effects of a study of biography on the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions, for pupils of higher grades.

Civics: Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of routes and means of transportation, etc., study of present forms of civic institutions.

Epochs: Their relation to biography; systematic chronological study of history; its value and its dangers; the causal sequence of events.

Supplementary Material: The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades. Significance and value of the flag.

VII. Geography

31. The special object of the course in geography is to prepare the teacher to extend the pupils' knowledge of the earth and its relation to life thereon, and to assist them in interpreting and utilizing their physical environment in accordance with their needs. The course includes the following topics:—

The scope of geography; its relation to other subjects, especially to nature study, history and elementary science.

The review of the course should lay special emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies; rock

formation and disintegration; origin, formation and composition of soils; distribution of mineral deposits, not overlooking local deposits of building material, as marl, limestone, brick, clay, and sand, and also of plant and animal life; the relation of the earth to other heavenly bodies; weather and climate; man's relation to the rest of the world; interdependence of nations; commercial and political geography.

Methods: Consideration of the order of development of the subject in rural and urban schools; the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, lantern slides and stereoscopic views; modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena (see course in elementary science); excursions in connection with the observations in local geography; interschool correspondence; the use of reference library, books of travel, geography readers, newspapers and periodicals, etc., common mistakes in teaching geography and means of avoiding them.

VIII. Nature Study and Agriculture

32. The special object of the course in nature study is to broaden and deepen the teacher's sympathies and interests, and, through him, those of his pupils, by training him to observe and interpret the common phenomena of the world about him. The course includes the following topics:—

The character and scope of nature study; its relation to formal science; its correlation with other subjects.

Materials for Nature Study: Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc., supplementary materials such as stories, literature, etc.

Methods in Nature Study: Nature study as a method; special characteristics of a typical nature study lesson; uses and limitations of records of observations; directions for conducting school excursions. The study of special topics dealing with materials of nature study and illustrating methods of presentation in all grades of public schools, the topics to be typical and to be selected from various grades and departments of the Public School course of study; the relation of feeling to knowledge in nature study work.

School Gardens: The purpose of school gardens; school gardens as a phase of nature study work; their relation to agriculture and horticulture; the discussion of the purpose and possibility of the study of agriculture and horticulture in urban and rural schools; care of school gardens.

Practice in planning and plotting a garden; planning school grounds for tree planting in accordance with the principles of landscape gardening; preparation and planting of experimental plots in the school grounds to illustrate the benefits of rotation, fertilizing, spraying, mulching, etc.

NOTE.—Teachers-in-training should make frequent excursions for the purpose of studying materials in their natural environment and relations. They should make collections of different kinds for their own use as well as to enable them to direct as teachers the practical side of nature study. The nature of the collections will be regulated by the kind of school in which the student will likely teach; rural teachers should make collections of weeds, weed seeds, economic plants, diseased plants, injurious and beneficial insects, etc.; urban teachers, of factory products, garden flowers, etc. Besides acquiring experience in planning and planting gardens, teachers-in-training should visit schools where successful garden work is being done.

IX. Elementary Science

33. The special object of the course in elementary science is to give the teacher a better appreciation of its general principles, a more accurate knowledge of its facts, and greater familiarity with apparatus; so that he may be able to teach natural and experimental science systematically. The course includes the following:—

The scope of the experimental and natural sciences; their correlation with other school studies.

A comprehensive and practical review of the course in elementary science prescribed for the Lower School of High Schools, the emphasis in experimental science being placed on those facts and principles of chemistry, mechanics, heat, sound, light and electricity which are essential to the understanding of common natural phenomena.

The construction of simple apparatus. (See Manual Training course.)

The Microscope: Its construction and use; selection and preparation of material for microscopic work, having direct reference to bacteriology—a brief course.

Methods of Teaching: The meaning and value of observation and experimentation; inductive and deductive methods of investigation; the place of class room discussion; demonstration by the teacher and laboratory work by the pupil; the use of note-books and text-books.

Note 1.—The work in Elementary Science should be carried on through class-room discussions and laboratory work, with emphasis on the latter. Teachers-in-training should become familiar with methods of experimentation and should attain skill in instrument manipulation. They should also be required to keep neat and accurate records of observation and experimental work.

Note 2.—In both the nature study and the elementary science course the subject matter of biology should receive more attention than that of physics and chemistry, which are subjects of the July Entrance Examination. The course in nature study is of more importance than that in experimental science.

X. Arithmetic

34. The special object of the course in arithmetic is to improve the teacher's knowledge of the subject that he may use it effectively as a means of logical training, and more particularly that he may be prepared to give his pupils such instruction in the various arithmetical processes as will enable them to make with accuracy, rapidity, and facility, the calculations and computations which their future life may render necessary. The course includes the following topics:—

The scope of arithmetic; its relation to the other subjects of the curriculum; importance of its practical aspects as related to the lives of the pupils; danger of over-estimating its value as training in logic.

The origin of number as the result of the necessity for the valuation or limitation of quantity by measurement; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods in Arithmetic: Analysis and synthesis, induction and deduction,—compared, illustrated and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of text-books and of prescribed apparatus; the importance of training in, and devices to secure, neatness, accuracy, and speed in computation; the importance, place and treatment of oral arithmetic; the value of problems; the es-

sentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; blackboard work; drill and examination work in arithmetic.

A thorough treatment of the various arithmetical operations and their applications with special stress upon the requirements of teachers engaged in public school work. This should include the following: —

Counting, measuring with standard units; numbers from 1 to 10, from 10 to 20, etc.; number pictures, notation and numeration; addition tables, exercises, devices, subtraction—by decomposition, by equal additions, and by complementary additions; multiplication—relation to other operations, tables, exercises, factors; division—short and long, factoring, cancellation, division by factors; measures and multiples.

Fractions: How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration, notation, and operations with those of integers, recurring decimals.

Applied Arithmetic: Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration, including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders and prisms; square root.

XI. Algebra

35. The special object of the course in algebra is to familiarize the teacher with its fundamental conceptions and to prepare him to present the various processes of the subject in the most effective way. Having regard to the fact that algebra is arithmetic generalized, its special object is the same as that of arithmetic. The course includes the following topics: —

The scope of algebra; when the subject should be introduced.

Relation of algebra to arithmetic; a comparison of the nature and application of its symbols and operations with those of arithmetic; the equation as a means of connecting the subject with arithmetic and of introducing its symbols; the origin and explanations of algebraical symbols: the relation of algebra to geometry.

The use of induction, deduction, and mathematical induction in algebra.

Methods of Teaching algebraic notation, addition, subtraction, multiplication, division, formulæ, factoring, measures, multiples, fractions; testing algebraic operations by "checking."

The Equation: Its nature; identities; the solution of equations of one and of two unknowns, and of easy quadratics; the mathematical axioms employed in these solutions; the interpretation of results; the equation applied to the solution of problems; comparison, where possible, of algebraic with arithmetical solutions.

XII. Geometry

36. The special object of the course in geometry is to prepare the teacher to train his pupils to attain skill in the use of instruments, in accurate measurements, and in drawing; and, through these, in inductive and deductive reasoning. The course includes the following topics:—

The scope of geometry; when it should be begun; methods of treatment—inductive and deductive; the relation of inductive geometry to deductive geometry; the inductive course for beginners.

Method of introducing the definitions.

The use of simple instruments, compass, protractor, divider and set square, in the measurement of lines and angles; the construction of lines and angles of given magnitude; the construction of geometrical figures.

The inductive method of proving some of the leading propositions of Euclid, through the accurate construction of figures; the deductive application of principles reached through induction.

Throughout the course, accuracy in construction shall be insisted upon as co-ordinate with exactness of thought.

XIII. Writing

37. The object of the course in writing is to train the teacher to write rapidly and legibly, and to make him familiar with the best means of securing the most satisfactory results in the teaching of the subject. The course includes the following topics:—

The purpose of writing; its correlation with other subjects.

A brief outline of the different methods of teaching the subject.

Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copy-books; use of blank paper; its ruling; value of transcription, dictation, and composition in writing; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability. Business forms, including bills, receipts, promissory notes, cheques, drafts.

A brief review of the Lower School course in book-keeping, also affording practice in writing.

NOTE.—After the teacher-in-training has mastered in class the proper formation of the letters, etc., and the movement exercises, the master should require him to hand in from time to time exercises for criticism until his handwriting is satisfactory.

XIV. Art Work

38. The special object of the course in art is to give the teacher such a knowledge of the subject, such a training of his æsthetic nature, and such facility in the use of art as a means of expression as will enable him to develop like tastes and powers in his pupils. The course includes the following topics:—

The scope of art; art as a mode of expression and a means of æsthetic culture; its correlation with other subjects in the school course.

Freehand Drawing: How to use the various mediums, pencil, charcoal, crayons, ink with pen or brush; the drawing of common flat objects such as leaves, grasses, brooms, shovels, saws, hammers in an appropriate medium; the drawing of common spherical, cylindrical, and rectangular solids, illustrating the principles of freehand perspective; the grouping of objects; simple landscapes from nature and imagination; illustration of games, occupations, nursery rhymes and stories; pose drawing.

Blackboard Drawing: The use of white, black and coloured crayons on the blackboard and on large pieces of paper; rapid illustrative sketches to aid in the teaching of all subjects; blackboard drawing specially important to the teacher as a means of expression.

Water Colours: Theory of colour; the solar spectrum; the six standard colours, red, orange, yellow, green, blue, and violet; the intermediate hues, red-orange, yellow-orange, yellow-green, blue-green, blue-violet and red-violet; the tints and shades of each colour in graduated scales; the pigmentary theory; primary, secondary and tertiary colours; complementary colours; colour harmony, dominant, analagous, and complementary; the neutral value scale; the making and applying of graduated and uniform washes; the representation in colour, neutral values, and sepia, of leaves, grasses, flowers, fruits, trees, insects, pet animals, birds and common objects; the grouping of objects; simple landscapes from nature and imagination; elementary composition of pictures.

Decorative Design: The principles that determine the rhythm, balance and harmony of tones, measures and shapes; borders, surface designs, designing of Christmas cards, programmes, book covers; lettering; designs to be done in neutral value first and then carried out in colour.

How to study a picture; the critical study of a few masterpieces of painting.

Books of Reference:—

Prang's *Text Books of Art Education;* 7 books, $2.40.
Prang's Art Education for High Schools.
Prang's Drawing Course.
Atkinson, Mentzner and Grover: Applied Arts Drawing Books.
D. C. Heath & Co: The Parallel Course Drawing Books.
H. W. Poor: How to Draw.
Practical Drawing: Arts and Crafts Course—8 parts.

XV. Manual Training

39. The special value of the course in manual training is to train the teacher to appreciate the educational value of various forms of constructive work, and to select and use in the most effective ways constructive exercises in the varying conditions of urban and rural schools. The course includes the following topics:—

The scope of manual training; its correlation with other subjects in the curriculum; the selection of exercises based on the requirements of the school and the home; outlines of courses in the different forms of hand work. The practical course includes the following with concurrent methodology:—

Handwork for Primary Grades: Typical forms of constructive work adapted to the capacities of children in the lower grades, including weaving, elementary paper and cardboard work and modelling.

Drawing: A short course in mechanical drawing with and without instruments; plans and blue prints.

Advanced cardboard work; book-binding, simple repair of books; trimming and mounting of pictures.

Modelling: Materials used for modelling and how these are kept; modelling natural forms; plotting; modelling as a means of teaching geographical concepts; supplementing observation of the topography of school neighbourhood; supplementing word pictures in readers, etc.; models used in conjunction with drawing, etc.; in teaching principles of design.

Woodwork: Tools and how to keep them in good working order; designing; a short course in bench work; uses of woods and their suitability to such uses.

The construction of simple forms of school apparatus in wood, metal, glass, and their combinations.

Co-operative exercises in the above forms of work.

XVI. Household Science

40. The special object of the course in household science is to enable the teacher to relate the work of the school to the activities of the home. It is a form of manual training, and possesses the same educational value. The course includes the following topics, with concurrent methodology:—

The Home: Purpose, use, furnishing, and care of each room; methods of cleaning.

Foods: Elements of food required by the body; digestibility of these; analysis of common foods—milk, eggs, meat, fruit, vegetables, cereals; effect of heat on these as to food value, digestibility, and flavour.

Cookery: Principles of combustion; care of stoves; fuels; economy in the use of fuel; principles and practice of each method of cooking—boiling, simmering, steaming, steeping, toasting, broiling, frying, baking, etc.; food combinations; flour mixtures; lightening agents used in these; table service.

Bacteriology: Occurrence and nature of bacteria; sanitation based on this knowledge; preservation of foods.

Needle Work: A study of each stitch on different textures and fabrics; application of these in making simple articles as bags, aprons, handkerchiefs, needle-cases, towels, etc.; mending, darning, patching, using different textures and fabrics; button-hole making, sewing on buttons, hooks and eyes; colour combinations; making dolls' clothes.

XVII. Music

41. The special object of the course in music is to train the teacher in the use of music as a means of self-expression and of æsthetic culture. The course includes the following topics:—

Tune: Practice in singing from the staff and tonic-solfa modulators; intervals of moderate difficulty, contained in the major diatonic scales; modulation from any given key to its relative minor, and its dominant and subdominant.

Time: Practice in singing rhythmical studies in simple or compound duple, triple, or quadruple times; the pulse as the unit of measurement in time, with its divisions into halves, quarters, or thirds in varied combination.

Ear training: Development of the power to recognize by ear, and to transcribe the tonal and rhythmic elements of short musical phrases, when sung or played.

Voice Culture: Practice in correct tone production; vowel formation; enunciation of consonants; breath control; correct intonation; and the equalization of the various registers of the voice.

Songs: The study of songs suited to the requirements of pupils in all grades of public and separate schools, with special attention to development of power in musical expression; the study of part songs of recognized merit, arranged for adult voices.

Notation: Elements of notation, both tonic-solfa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Comparison of abdominal, intercostal, and clavicular breathing; the larynx; action of the vocal chords in the production of the various vocal registers; influence of the mouth and nasal cavities on vocal resonance and vowel quality.

Methods: Concurrently with the foregoing course, a practical knowledge of

recognized systems of teaching the tonic-solfa and staff notations shall be acquired; also of the relative importance of the staff and tonic-solfa systems and the grading of musical studies.

NOTE.—Teachers-in-training, who, from any cause, consider themselves incapable of learning to sing should present their cases to the teacher of music at the beginning of the term. If, on examination, it should be found necessary, special instruction will be provided, adapted to their needs; and their efforts to overcome any natural disability which may be found to exist, will be taken into account at the oral examination at the close of the term. Note form of certificate. The written examinations, however, are compulsory for all students.

XVIII. Physiology and Hygiene

42. The object of the course in physiology and hygiene is to train the teacher in the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitiary conditions of the school and its surroundings. The course includes the following topics:—

School Hygiene: School sanitation. (See under School Management).

Contagious and Infectious Diseases: Common facts of bacteriology, how to detect existence of common infectious and contagious diseases; modes of preventing spread of these diseases; sanitary legislation; duties of the teacher.

Personal Hygiene (with the necessary minimum of anatomy): Framework of the body; spinal curvature, its causes. Digestive system; foods, care of teeth; saliva. Physiology of respiration and circulation. Skin and other depuratory organs, hair, nails, bathing, clothing, etc. Muscles; the relation of exercise to health. Brain and nervous system; relation of mind to body; mental exercise; study; rules regarding mental work; irregular and overwork; mental strain and worry. Effects of alcohol, tobacco, etc., on organs and functions.

The eye: Its physiology and hygiene; lighting; myopia and presbyopia; affections produced by improper accommodation; colour blindness; tests for defective eyesight.

The ear, the nose, and the throat: Their physiology and hygiene, ear and throat troubles, causing dulness in pupils; tests for defective hearing and breathing.

Accident and Emergencies: First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frostbites, sunstrokes and heatstrokes, burns; bandaging.

BOOK OF REFERENCE:—

Knight: Introductory Physiology and Hygiene.

XIX. Physical Training

43. The special object of the course in physical culture is to enable the teacher to make proper provision for the physical training of his pupils. With physiology and hygiene (school and personal) as a basis it prescribes and directs rational forms of exercises for the attainment and maintenance of health, the development of a symmetrical body, and the formation of habits of grace and ease in muscular movement. To this end the teacher-in-training should be made familiar with the German, Swedish, French (Delsarte), and American systems of physical training. The course includes:—

Breathing Exercises: Running, hopping, quick walking.

Leg Exercises: Standing positions, fundamental stride, etc.; standing with flexions of ankles and knees; fall-outs; charges, fencing positions and kneelings.

Arm Exercises: Starting position, hands at side, at shoulders, at thrust, at upward bend, at formal bend; movements of raising, swinging, rotation, circling, flexion, and intension.

Neck and Trunk Exercises: Flexion, extension, and rotation.

Free Exercises: All the simpler forms from fundamental positions; also compound movements of two parts in the same, opposite, and right-angled directions.

Tactics: Facings and steppings; marching in various formations of rank, file, column, etc.; fancy steps, following and changing steps, etc.; running.

Special Exercises: For correcting the individual defects that may be found among children.

Recreative Gymnastics: Indoor and outdoor games.

XX. School Law and Regulations

44. The Ontario School Law and Regulations so far as they deal with the duties and obligations of teachers and pupils.

XXI. Manners

45. A course in manners. Especial care shall be taken that, while in attendance, the teachers-in-training shall observe the rules of courtesy and social etiquette.

Book of Reference—

Practical Etiquette.

Normal Model Schools

46.—(1) The terms of the Normal Model Schools shall correspond with those of the Public Schools in cities. The regulations of the Department of Education with regard to pupils and teachers in Public Schools shall apply to the teaching staff and to pupils of the Model Schools, subject to any modification that may be made from time to time by the Minister of Education.

(2) The Head Master of each Normal Model School and the director of the Provincial Kindergarten shall act under the direction of the Principal of the Normal School to which their respective departments are attached, and shall be responsible to him for the order, discipline, and progress of the pupils, and also for the accuracy and usefulness of the lessons conducted by the teachers-in-training.

February, 1911.

TEACHERS' TRAINING COURSES IN ELEMENTARY AGRICULTURE AND HORTICULTURE AND INDUSTRIAL ARTS AT THE ONTARIO AGRICULTURAL COLLEGE, GUELPH

(Circular No. 13½)

Arrangements have been made by the Department of Education for the instruction of teachers in Elementary Agriculture and Horticulture and Elementary Industrial Arts, at the Ontario Agricultural College, Guelph.

The course in Elementary Agriculture and Horticulture is intended for those who pass the April examinations for Second Class certificates and fulfil the other conditions prescribed by the Department of Education.

The course in Elementary Agriculture and Horticulture is intended primarily for rural school teachers; that in Elementary Industrial Arts for teachers of graded urban schools. Students are not permitted to take both courses or parts of each course.

The term will be for about ten weeks, commencing Thursday, April 27th, and closing Friday, June 30th. Students should arrange to reach Guelph on Wednesday April 26th.

No fees are charged for the course. A contingency charge of $1.00 is payable at registration covering cost of keys, etc. This is returned at the close of the term, less any charges for losses or breakages.

Students are, however, required to furnish their own working materials for art-work, plant collecting, etc.; and to pay for laboratory breakages. They should come prepared to purchase all necessary equipment for the work at the commencement of the course. This will cost two or three dollars and may be bought at Guelph.

The Department of Education will pay the travelling expenses of the teachers-in-training to and from their homes; and board and lodging will also be provided free. Further information regarding arrangements for board will be given on application to the President, Ontario Agricultural College, Guelph.

Applicants for the course are required to pledge themselves to three years' service in teaching in Ontario Schools (see form of application), Application for admission are to be handed to the Principal of the Normal School not later than March 24th, 1911.

Faculty of Instruction

The instruction will be given by the heads of the College Departments.

Elementary Agriculture and Horticulture

Principal: Prof. S. B. McCready

Character of the Course

The object of this course is to train teachers in subjects directly bearing on school gardens.

The instruction will be given in lecture room, laboratory, workshop, garden, and field. The theory and demonstration of the lecture and laboratory will illustrate the out-of-door practice; it will be elementary in character, the needs of pupils in the rural school being kept always in view. Most of the instruction will be of a practical nature and much of it will be given out-of-doors. There will be a relatively small amount of time given to book work.

The whole College equipment of garden and orchard, farm and experimental plots, stables, workshops, museums, campus, greenhouses, laboratories, forest nurseries, experimental wood lot, and dairy and poultry farms will be at the service of students for observation.

The course is for teachers who have to deal with Public School pupils and not for students preparing to become experts in the Science of Agriculture. The subjects will be taken up from this viewpoint.

Special attention will be given to the subjects of School Gardening, Botany, Horticulture, Field Husbandry, Physics, and Entomology.

Time Table

The following weekly time table shows the probable allotment of time for each subject:

——	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-10.30.....	Physics	Entomology	Physics	Entomology	Experimental Botany
10.30-12.00.....	Chemistry	Botany	Field Husbandry	Botany	School Gardening methods
1.30-3.00.....	Field Husbandry	Fruit, Vegetable or Landscape Gardening	English	Field Work in Botany and Entomology	Visits to local Industries or Field Work in Physics or Orchard
3.00-4.30.....	Botany	Floriculture	Library, Reading, etc.	do	do

Certificate

A certificate in Elementary Agriculture and Horticulture will be granted to those students whose work, as represented by regular attendance, garden practice, individual experiments, laboratory work, collections, written records and final tests, shows satisfactory progress and ability to carry out this work in the schools.

Students whose work or conduct is unsatisfactory will be asked to retire.

Course of Study

Farm Life and Allied Industries

Lectures will be given by Institute lecturers and others working for the improvement of conditions in the country—in schools, home and farm. Discussion will be held as to how the school and teacher can help towards an improvement. (Evening lectures.) In this connection visits will be paid to country schools; students will also be made acquainted with the Government publications and educational organizations.

Visits will be made also to local industries in Guelph to learn how urban activities are inter-related with those of the farm. (About four afternoons.)

Nature Study Literature

Nature Literature: the interpretation of Nature by the greatest writers; Nature literature in Ontario readers; Canadian authors. Scientific writings and Nature Literature compared. School libraries; selections for rural schools. Home libraries; reading in the country home.

School Gardening

Brief sketch of the development of school gardening in Canada and abroad; its aims as a school study; laying out of a garden; individual plots; class plots; teacher's plots; experimental plots; forestry plots; borders, keeping of tools, home gardens; keeping of garden records; observations in gardens at Marden School and Macdonald Consolidated School; school exhibits (10 lessons).

Each student will be provided with a garden for practice and observation; she will visit it every day and keep records of her work and observations in a garden journal. After the gardens are planted the work in them will be carried on without special provision on the time table; in most cases the evenings will be found the most suitable time for this.

Botany

(50 lessons)

1. *Economic plants*: Examination, description, and classification of common garden, field, and forest plants.

2. *Forest Botany*: Identification of our forest trees; planting seed-beds in school gardens; work in College nursery and in the experimental bush; collection of weeds, etc.

3. *Weeds*: Provincial Laws, Seed Control Act. Study and identification of the seeds of common weeds. Collection.

4. *Plant Diseases*: Study and identification of common fruit, vegetable and grain diseases; laws regarding Barberry, Black Knot, etc.; application of preventives and remedies. Collection.

5. *Experimental*: Students will be assigned simple experiments in plant physiology from the subjects listed below. These experiments they will demonstrate before the class:

(*a*) *The Seed*: Testing the vitality; determining the condition necessary for germination; how the seedling becomes established.

(*b*) *The Root*: How roots grow, their function; how they absorb food and water; proof of their using air and giving out carbon dioxide; quantity of water absorbed.

(*c*) *The Leaf*: The function of leaves, control and measure of transpiration; respiration; starch formation; behaviour in light and darkness.

(*d*) *The Stem and Buds*: Forms, structures and functions of stem and buds; influence of temperature, moisture and light on growth; how the sap circulates.

(*e*) *The Flower and Fruit*: The functions of the parts of flowers; causes controlling the opening and closing of flowers; pollination; formation of fruits; devices for protecting and disseminating seeds; cross fertilization; plant breeding in experimental plots.

Horticulture

(25 lessons)

1. *Fruit-growing* (8 lessons): Development, importance, needs, and outlook for the fruit industry; Governmental interest and action regarding shipping, marking, cold-storage, fumigation of nursery stock; experimental stations; co-operation in shipping; adaptation of various fruits to school garden work; arrangement and planting of the same; nursery practice in the propagation of trees and plants; principles of orchard management; pruning; spraying; cultivation.

2. *Vegetable Gardening* (4 lessons): Choice of vegetables for school gardening; preparation of soils; testing and planting of seeds; general care and cultivation; preparation and use of hot-beds and cold-frames; use of tools and implements.

3. *Landscape Gardening* (4 lessons): The principles of landscape gardening in relation to the laying out and beautifying of school and home grounds, including a practical study of the trees, shrubs, and ornamental features on the College campus and neighbouring school and home grounds.

4. *Floriculture* (9 lessons): Propagation and care of house and window plants; preparation of potting soils; bulb culture; making and planting of flower beds, annual and perennial borders.

Field Husbandry

(20 lessons)

Importance of field crops in the national economy; systems of farming; rotation of crops; fertility of soil; cultivation of the land; classes of farm crops; uses of farm crops; varieties of farm crops; selection of plants; selection of seeds; improvements of crops by means of selection and hybridisation; practical tests in connection with Experimental Union; study of work being done in experiments with farm crops in Canada and in the United States.

Examination of field crops on neighbouring farms; the work on the experimental plots; farm crops in the school garden; the agricultural museum; laboratory study of the root development of farm crops and of types of seeds of grains, grasses, clovers, roots, and fodder crops.

Soil Physics

(30 lessons)

Applications of physics in farming; nature of soils, soil moisture, heat and air; principles of tillage and systems of drainage and cultivation; measurements of fields with the chain; identification of samples of soils; principles of common farm machines; meteorological records.

Entomology

(30 lessons)

Losses through insects in agriculture and horticulture; Governmental interest; classification of insects and laboratory study of types; common, beneficial and noxious insects; out-of-door study and collecting in field, garden, orchard, and forest; insecticides; a collection of insects properly mounted and labelled is required. Work of the Entomological Society of Ontario and the organization of local clubs in connection with it.

Soil Chemistry

(10 lessons)

Agricultural Chemistry: Plant growth and composition, soils; manures and fertilizers.

Bacteriology

(5 lessons)

Lectures and demonstrations exemplifying the work of bacteria in soil, dairying, plant diseases. An experiment on soil inoculation in the school garden.

Elementary Industrial Arts

Principal: Prof. Evans

Character of the Course

The object of the course is by supplementing the work they have already taken up, to prepare a body of teachers for organizing and carrying on Elementary Industrial Training in the schools of the Province, in centres which are unable to provide well equipped manual training departments.

In the working out of the course great stress is laid on Drawing. "Every workman should for the most part be able to conceive clearly and accurately in his own mind the shape of everything he may have to make or to work with. This makes it the first condition of skill that he should master shape in his own mind and that mastery requires him to be a geometer."

The work outlined below is not completely covered in the ten weeks' term. The examples and exercises selected will, however, illustrate general principles and lay sufficient foundations for working out practical courses in the different schools of the Province. It should be understood that the standing of a Specialist in Manual Training cannot be obtained in this course; but the work done during the session will be counted *pro tanto*.

The work will be taken at the Manual Training Department of the Ontario Agricultural College. This is located in Machinery Hall, which is equipped with class-rooms, a drafting room, a wood working room, an art room, and all necessary tools and appliances.

Visits will be made to local schools to study equipment, organization, etc., and to local industries to observe processes.

Students are required to provide their own equipment for art and drawing (this may be bought in Guelph). They should bring with them any outfit they already possess, as well as any books dealing with the subjects of the course. Materials used in the work will be provided at cost.

Teachers are requested to bring as far as possible the work in drawing, art, basketry, etc., which they completed at the Normal Schools, so that the work in each branch may not be duplicated.

Certificates

A certificate in Elementary Industrial Arts will be granted to those students who complete the course satisfactorily and give evidence of ability to carry on this work successfully in the schools. The daily record of class work under the observation of the instructors, as well as the results obtained at the final examinations, will both be taken into consideration.

Students whose work or conduct is unsatisfactory will be asked to retire.

Time Table

The following time table shows the profitable allotment of time for each subject, provided the organization of the classes will permit it:

——	Monday	Tuesday	Wednesday	Thursday	Friday
9 to 10.30.....	Drawing	Drawing	Drawing	Drawing	Drawing
10.30 to 12.....	Constructive Work	Constructive Work	Constructive Work	Drawing	Pedagogics, Methods, Planning lessons, etc.
1.30 to 4.30.....	Woodwork	Woodwork	Woodwork	Woodwork	Visits to local industries

Course of Study

Pedagogics, Etc.

(15 hours)

(*a*) Manual Training as a factor in general education; (*b*) Sketch of the various systems, Russian, Swedish, Sloyd, etc.; (*c*) Progress of Manual Training in Canada; (*d*) Methods of teaching, plans of courses and lessons; organization, equipment, plans, estimates of cost, etc.; (*e*) Lectures dealing with industrial questions and the means of improving our opportunities; (*f*) Visits to local industries and consideration of industrial development in Canada.

Drawing, Applied Art and Design

Emphasis will be laid on the practical application of drawing to the industries.

Drawing: (*a*) The use of squares, triangles, and instruments; (*b*) Plane geometry, practical problems, lines, angles and polygons; (*c*) Construction and use of plain scales: (*d*) Orthographic projections of solids—three or more views; (*e*) Cutting and oblique planes and sections; (*f*) Isometric projection; (*g*) Working drawing; (*h*) Machine drawing; (*i*) Tracing—blue printing.

Applied Art and Design: Observation of these in local manufacturers and in common decorated objects, such as wall paper, carpets, furniture, cloths, jewellery, iron and brasswork; practical applications in everything undertaken in the constructive work.

Wood Working

(*a*) Bench exercises in making articles requiring joints, mortises, fastenings with dowels, pins, cleats, keys, wedges, glue, screws and nails, etc.; (*b*) Calculation of the quantity of lumber necessary for making the articles and estimation of cost; (*c*) Tools (5 lessons), their construction, care, use and sharpening; (*d*) Analysis of the action of cutting tools, cutting angles, etc.

Finishing (2 lessons): (*a*) Staining, fuming, filling, shellacing; (*b*) Oil and wax polishing; (*c*) Pigments, priming, coats; (*d*) Oils, driers, brushes; (*e*) Painting and glazing.

Forestry and Lumber (4 lessons): (*a*) Forest preservation—propagation, time of cutting, pruning; (*b*) Trees—classes, structure, growth, seasoning, shrinking and warping; (*c*) Properties of woods—durability, elasticity, stiffness, density; (*d*) Varieties of common woods—peculiarities of each, colour, grain, identification; (*e*) Defects in lumber—resin pockets, knots, shakes; (*f*) Decay and its causes—preservation; (*g*) Lumbering—transportation, sawmills, grading widths.

Constructive Work

(*a*) Cardboard work—thin and thick boards (20 hours); (*b*) Modelling—clay, sand and papier-mache (10 hours); (*c*) Simple bookbinding (10 hours); (*d*) Simple metal work (15 hours); (*e*) Knife work, such as can be carried on in the ordinary class room at the school desk (10 hours.)

February, 1911.

REGULATIONS AND COURSES OF STUDY

for the

Agricultural Departments of the Continuation Schools at Carp and Markdale; the High Schools at Dutton, Essex, Newmarket, Norwood, Orangeville, Petrolea, Port Hope, Simcoe and Stirling; and the Collegiate Institutes at Collingwood, Galt, Lindsay, Morrisburg, Perth, Picton, and Whitby

Session of 1911-12

(Circular No. 47½)

TEACHERS OF AGRICULTURE IN THE HIGH AND CONTINUATION SCHOOLS

Functions of Agricultural Appointee

1.—(1) The teacher of agriculture appointed under the High and Continuation Schools Acts shall perform, in addition, the duties of county representative of the Department of Agriculture.

(2) The Industrial Education Act of last Session provides as follows:

Where, in accordance with the regulations, an agricultural department has been heretofore or is hereafter established in a High or Continuation School, the Board having control of such department or school shall appoint for such agricultural department an Advisory Agricultural Committee consisting of eight persons, four of whom shall be members of the Board, including one representative thereon of the Board of Public School Trustees and one of the Board of Separate School Trustees, if any; and four of whom shall be resident ratepayers of the local municipality or of the county in which the school or department is situated, but not members of the Board, each appointee being also a British subject of the full age of twenty-one and actually engaged in agricultural pursuits and in the judgment of the Board competent to advise and give other assistance in the management of the department.

Subject to the approval of the Minister and the Board, every Advisory Agricultural Committee shall have authority to prescribe courses of study and provide for examinations and diplomas; and subject to the approval of the Board, (*a*) to visit and report on the school or department under its charge; to provide accommodations, equipment and supplies; (*b*) to fix the fees payable by pupils in attendance; (*c*) to submit annually to the Board at such date as the Board may require an estimate of the amount required to carry on the work of the school or department during the ensuing year; and (*d*) generally to do all other things necessary for carrying out the true object and intent of the section of the Act providing such Advisory Agricultural Committee.

The teacher of agriculture is, accordingly, subject to the control of the Minister of Education and the Advisory Agricultural Committee.

(3) As county representative of the Department of Agriculture, he is also subject to the control of the Minister of Agriculture.

Qualifications of Teacher

2.—(1) The teacher of agriculture shall hold the degree of B.S.A. from the University of Toronto, or a certificate of qualification from the Ontario Agricultural College. Such teacher may also take part in the Science work of the school at the discretion of the High or Continuation School Board and of the Principal, and with the approval of the Ministers of Education and Agriculture.

(2) Except when otherwise provided by the Minister of Education, the county representative alone shall teach the agricultural classes under the control of the Advisory Agricultural Committee.

Centres for School Classes

3. The teacher of agriculture shall conduct classes in agriculture at the High School centre to which he has been appointed, and at other centres selected by the Minister of Education on the application of the other High School Boards or of the Continuation School Boards at such centres.

Accommodations and Equipment

4. When rendered necessary by the course of study, the following shall be provided:

(1) A suitable Laboratory and the Equipment necessary to carry out the work as outlined in the course of study.

(2) Experimental Grounds, separate from the ordinary school grounds, for illustration purposes in the growing of various classes of farm crops and for training in experimental work. The area of the grounds shall be determined by local conditions.

NOTE.—For a list of suitable equipment, see Circular No. 47, which may be obtained on application to the Deput y Minister of Education.

Legislative and County Grants

5.—(1) The High or Continuation School Board shall be the custodian of the funds supplied by the Legislature and the county.

(2) After providing for the payment of the salary of the agricultural teacher, the rest of the funds may be used for any purpose authorized by the Board and directly connected with the duties of the agricultural appointee, whether as teacher of agriculture or as county representative of the Department of Agriculture.

Inspection

6. An Inspector, appointed by the Minister of Education shall visit each county at least once a year and shall report to the Minister of Education on the condition of the agricultural classes at the different centres controlled by the Advisory Agricultural Committee.

Admission Requirements

7.—(1) In addition to pupils who have passed the High School Entrance Examination, others who, in the judgment of the Principal of the High or Continuation School and the teacher of agriculture, are competent for the work, may be admitted to the school agricultural classes with the approval of the Advisory Agricultural Committee.

(2) A list of such pupils and their reported attendance shall be kept by the Principal of the School; but they shall not be enrolled as regular High School pupils unless they have been duly admitted.

School Agricultural Classes

8. Pupils at a High or Continuation School centre may take the agricultural classes either alone or in addition to one or more of the other school classes.

9.—(1) The courses shall be arranged with a view to meet the needs of the local farming community and shall be selected from the subjoined list of subjects, with such additions or modifications as may be approved by the Advisory Agricultural Committee and the Minister of Education.

(2) The courses should be prepared by the teacher of agriculture for submission to the Advisory Agricultural Committee and, when approved by it and the Board, should be transmitted promptly to the Minister of Education for his consideration.

10.—(1) The minimum length of a school course in agriculture shall be four weeks. Shorter courses for farmers are provided under the authority of the Minister of Agriculture.

(2) The total amount of time to be given each class per week shall be settled by the Advisory Agricultural Committee, after consultation with the teacher of agriculture.

(3) In the construction of his time-table and the management of his school classes, the teacher of agriculture shall be subject to the Principal of the High or Continuation School.

School Departments of Agriculture

11.—(1) A Department of Agriculture may also be provided in a High or Continuation School with a maximum course of two years.

(2) Pupils taking such Agricultural department shall take in addition to the agricultural classes, which also shall be selected from the subjoined list of subjects, the academic subjects which are obligatory upon all High or Continuation School pupils; namely, geography, arithmetic and mensuration, English grammar, writing, reading, English composition, English literature, and history, with such suitable modifications and with such additional subjects as may be deemed expedient by the Principal and the parent or guardian of the pupil.

(3) Pupils who take the two years' Course of the Agricultural Department herein provided for, and whose competency is attested by the principal of the school and the teacher of agriculture, shall be eligible for entrance to the second year work of the Ontario Agricultural College.

NOTE.—It is not expected that agricultural departments, separately organized, can be established for some time. The Advisory Agricultural Committee and the teacher of agriculture should, however, keep constantly in view the desirability of such establishment.

List of Subjects for Agricultural Classes

12.—(1) *Field Husbandry*—History of agriculture; different systems of farming; different kinds of soil; rotation of crops; farm crops in their relation to drainage; application of manures; green manuring; preparation of the land for the different crops; methods of cleaning, testing, and selecting farm seeds; study of cereals, roots, fodder crops, grasses, clovers, and other farm crops; sowing, harvesting, preserving, marketing.

Experimental grounds near the school for illustrative experiments with varieties of cereals, grasses and root crops, and in seed selection, methods of cultivation, rotation of crops, and the use of various kinds of fertilizers.

(2) *Animal Husbandry.*—A study of the history and characteristics of the principal breeds of live stock, including light and heavy horses, beef and dairy cattle, sheep and swine; feeding and management; principles of breeding; registration of pedigrees; market requirements.

Visits to local farms, and practical work in judging stock.

(3) *Dairy Husbandry.*—The herd: formation, care, and management of a dairy herd, rearing of calves; dairy stables; lighting, cleaning and ventilating;

individual cow records. The milk: care of milk, elementary chemical and bacteriological study of milk. The home dairy: running of hand separators and care of dairy utensils; manufacture, packing, and marketing of butter.

Visits to local creameries and cheese factories, and a study of factory methods of manufacture, packing, and marketing.

(4) *Poultry.*—The most valuable breeds and varieties of hens, ducks, geese, and turkeys, their characteristic points and peculiarities; various methods of housing poultry; incubation, brooding, and rearing of chickens; general methods of feeding and management; market conditions; the fattening and dressing of poultry for home and foreign markets.

(5) *Horticulture.*—Treatment of fruit plantations: cultivation, grafting, spraying; value of cover crops; methods of growing and caring for vegetables; selection of varieties; study of insect and fungus diseases affecting fruits and vegetables; care, storing and marketing of fruit.

6. *Forestry.*—Forestry as related to the farm; classification of the common forest trees, the establishment, care and protection of the wood lot; varieties and methods for roadside planting and shelter belts.

(7) *Agricultural Botany.*—Identification and eradication of weeds and weed seeds; Seed Control Act and its application; experiments to show seed germination and growth of plants; the relation of plants to soil, air, light, temperature, and moisture; systematic study of the structure of cereals, grasses, legumes, and roots; plant diseases: smut, rust, mildew, etc.; how to recognize and combat them; collecting, pressing, and mounting of weeds and grasses; weed seeds for samples in identification.

(8) *Entomology.*—A practical course in economic insects, identification, habits, and life histories; a close study of the more important insects, by means of breeding and rearing cages; insecticides; collecting of injurious and beneficial insects and samples of their work.

(9) *Agricultural Physics.*—Soil: classification and physical examination, origin, and mode of formation; soil forming, soil-forming rocks and minerals; behaviour towards moisture. Surveying and drainage; measurement of fields and farms with the chain; calculating areas and drawing plans; use of various instruments for determining levels, preparing plans for drainage; methods of digging, laying of tile, and filling of trench; calculations concerning required size of tile and cost of various systems. Conservation of moisture by drainage, mulching, and cultivation; capillarity and its relation to plant growth. Water capacity of different soils. Mechanics: principles of farm machinery: principles of ventilation, lighting and heating.

(10) *Agricultural Chemistry.*—Chemical composition of soils; elements used by plants; availability and assimilation of plant food in the soil; application of fertilizers; absorption and retention of important constituents, as nitrogen, phosphoric acid, and potash; insecticides and fungicides; their composition and proper mixture.

May, 1911.

INDUSTRIAL SCHOOLS

Recommendations and Regulations for Evening Industrial Schools—Recommendations for the Establishment and Organization of General, Special and Co-operative Industrial Schools

(Circular No. 27)

I. INTRODUCTORY

Definitions of Names

In *The Industrial Education Act* and the Regulations of the Department of Education, the name Industrial is applied to schools and classes for the preparation of workmen and workwomen; and the name, Technical, to those for the preparation of foremen and forewomen and the holders of minor directive positions in the trades. Manual training and Household Science, hitherto designated Technical, are now classed as cultural and practical subjects of the High and Public School courses of study, and still remain wholly under the control of the School Boards. While introductory to Industrial and Technical courses, they are, however, neither Industrial nor Technical themselves. The foregoing distinctions should be borne in mind.

Classes of Industrial, Technical and Art Schools

At the last session of the Legislature, *The Industrial Education Act* replaced all the preceding Acts which dealt with elementary Industrial, Technical and Art education; and this Act, it is important to remember, is the only one under which Industrial, Technical, and Art Schools can now be established and maintained at the public expense. Section 4 of the Act provides for the following classes of schools, which a High School Board or a Board of Education of any city, town, or village, or an Urban Continuation School Board may establish with the Minister's approval:

(1) General Industrial Schools for instruction in such subjects as may form a basal preparation for the trades, including work-shop practice, with correlated drawing, English, and practical mathematics and science, and continuing the essential subjects of a good general education.

(2) Special Industrial Schools, providing for instruction in the theoretical and practical work of particular trades carried on in the city, town, or village, and when deemed desirable in the essential subjects of a good general education.

(3) Technical High Schools and departments of High Schools for the training of duly admitted High School Pupils for minor directive positions in industrial establishments.

(4) Co-operative Industrial Schools in which and under such conditions as may be agreed upon between the Board and the employer: (*a*) apprentices, whether articled or not, employed in the workshops may receive in the day schools instruction bearing upon their trades; and (*b*) pupils attending the day schools may receive practical instruction in the workshops.

(5) Schools for instruction in the Fine and Applied Arts.

(6) Industrial, Technical, and Art Evening Schools, in which workmen and workwomen employed during the day may receive theoretical and practical instruction in their trades.

Advisory Industrial Committee

Under this Act also the control and management of these schools are vested in an Advisory Industrial Committee, composed of twelve members; six members of the Board, and six others, not members of the Board, three of whom are employers and three employees, in connection with the manufacturing and other industries carried on in the locality. It is reasonably assumed that these representatives have an expert knowledge of industrial conditions. The powers of the committee are, however, exercised, subject, in all cases, to the approval of the Board, and, in certain cases, to the joint approval of the Board and the Minister.

Admission Qualifications

Section 5 of the Act provides also that, subject to the Regulations and with the approval of the Advisory Industrial Committee, pupils may be admitted to a Special or a General or a Co-operative Industrial School by the Principal thereof from the Fourth Form of the Public or the Separate School, upon the recommendation of the Principal of such school.

In the case, however, of the Industrial, Technical, and Art Evening Schools, no educational qualification is prescribed for admission. Subject to the approval of the Advisory Committee, the only requirement is that the students shall be workmen or workwomen employed during the day.

II. EVENING INDUSTRIAL SCHOOLS

Maintenance

For some years the Legislature has made special grants to a few of the High Schools for the promotion of Industrial and Technical education, and, under the Manual Training and Household Science Regulations, a sum has been distributed annually amongst a few High Schools which are "specially organized and equipped for giving instructions in the theory and practice of the Mechanical and Industrial Arts and Sciences." At its recent session the Legislature took another step in advance; it voted $20,000 for Evening Industrial Classes. The rest of the cost of the Evening Industrial Schools shall under Section 11 of the Act be defrayed as in the case of the High Schools. Further on in the present circular will be found the Regulations approved by the Minister for the establishment and organization of such evening classes and for the apportionment of the Legislative grant therefor. These regulations come into force in the school session of 1911-1912, and Boards intending to establish Evening Industrial Schools should do so without delay, the first step being the appointment of an Advisory Industrial Committee.

Obstacles to Establishment

In establishing these evening schools three main obstacles will be encountered at the outset:

(1) Indifference on the part of those for whose benefit they are intended:

(2) The lack of competent teachers; and

(3) The difficulty of constructing courses of study suitable to the requirements of the locality.

As to (1): Notwithstanding the constitution of the Advisory Committee it is important that a canvass be made of the local industrial situation. The Advisory Committee should, accordingly, confer with other employers and employees before attempting to organize the school. The sympathetic co-operation of all ranks of

labour is essential to success, but on the employer in particular rests the chief responsibility. In other countries, where a compulsory attendance law is not in operation, he offers his employees inducements of various kinds to attend—a reduction, for example, of the hours of day labour, and, especially, increased wages and more rapid promotion. Almost certainly, a similar course will be found necessary in many parts of Ontario.

As to (2): Without competent teachers it would be folly to try to establish industrial schools of any grade. Each teacher must possess an expert knowledge of his subject, and, manifestly, the preference should be given to those who, being otherwise qualified, are now engaged, or have been engaged, in the form of industry in which they are to give instruction. For the academic subjects, if any are taken up, the day teacher will suit provided his hours are duly limited and he has duly familiarized himself with industrial requirements; but, for the purely industrial subjects, foremen or forewomen or others specially trained for the purpose at industrial or technical colleges are indispensable. Not only will such teachers give, as, indeed, only they can give, the necessary practical turn to the work, but they will command the confidence and sympathy of the students, who recognize their efficiency in the shops. In this connection two points deserve careful consideration:

(*a*) If competent teachers cannot be obtained in the locality, they might be obtained in the vicinity. The advantage will far outweigh the extra cost of the travelling expenses.

(*b*) While the Advisory Committee will take a general oversight of the classes, it is important that they should be under the charge of a Principal who possesses both executive ability and general mechanical knowledge. Such Principal should have full control of the school, subject to the Advisory Committee.

As to (3): The needs of the different localities vary so much that any settlement of the details of the courses must be made by the local authorities. After the subjects to be taken up have been selected, the next step in the organization should be the submission of a report upon the details, equipment, etc., by the Principal, followed by due consideration by the Advisory Committee and the Board, before submission to the Minister for his approval. The settlement of these details will be a difficult task. The first year must, however, be more or less one of experiment, and the courses should be modified from time to time in accordance with the experience of those concerned.

III. DAY INDUSTRIAL SCHOOLS

Maintenance

Outside of the special grants to a few High Schools, referred to above, and intended for Industrial Education, the Legislature has so far made no appropriations for the establishment and maintenance of the other Industrial Schools and the Technical and Art Schools provided for in the section of the Act quoted above. Possibly, however, in anticipation of further legislative action, some Advisory Committees may decide to establish Day Industrial Schools. Of schools so established, Section 11 of the Act provides that the cost of establishment and maintenance shall be defrayed as in the case of the High Schools.

Admission Qualification

Investigation of the conditions in Ontario have shown conclusively that at present extremely few of our future workmen and workwomen have ever attended

a High School. Most enter the trades from Form IV of the Public Schools, having only partly completed the course; and some, indeed, enter from Form III, having reached fourteen, the age of exemption. It is, however, fair to assume that many of such pupils would attend longer if courses were provided leading to the trades, and, especially, courses leading to more lucrative employment than they have hitherto been able to secure. In order, indeed, that the nature of the provision may be understood by the pupils themselves, it would be well for the Public and Separate School Boards to authorize the Principal of the Industrial School to bring the subject before the Fourth Forms of the locality. Moreover, care should be taken that none are admitted to the General Industrial School except those who intend to enter an industrial occupation.

If properly organized, the General Industrial School, which, as set forth in the Act, provides a preparation for the trades, and is, accordingly, in some countries, called a "Preparatory Trade School," will meet the requirements of such pupils. The only departmental test for admission to these schools hereby now imposed by the Department, in addition to that specified in the Act, is that the pupils shall have a fair knowledge of the essential subjects of the first year of Form IV of the Public School course, and that their muscles shall be strong enough to handle the lighter tools and the household utensils, and their minds developed enough to acquire skill in using them.

Courses of Study

Probably for the first year the General Industrial School will, accordingly, parallel the senior division of Form IV of the Public Schools, where, however, the courses are purely cultural. For obvious reasons, the Act leaves the initiatory steps in the determination of the courses of study to the Advisory Committee. With the assistance of competent teachers and with its knowledge of the local requirements and capabilities, the Committee should be able to prepare a suitable scheme. In order to assist in this work, suggestive courses in outline will be found further on in this circular. For additional suggestions in constructing not only the courses for the General Industrial Schools, but for the other classes recognized by *The Industrial Education Act,* all concerned should refer to the various systems and courses of study which for this purpose have been included in the Superintendent's recent *Report on Education for Industrial Purposes.*

One matter it is important to bear in mind in the construction of these courses: While they are largely vocational, they should also include some of the cultural work of the Public Schools in Literature, History, Geography, and Composition in particular. This Province needs well trained workmen and workwomen, but it needs also well trained citizens.

The General Industrial Course for boys given below should extend over two years. It may, however, extend over less time if local conditions so demand, but the longer period is greatly to be desired. Moreover, if properly conducted, this General course should have developed an interest in industrial subjects, and should, on its completion, enable the student to select, with the assistance of the teacher, the industry for which he is best suited. By means either of Special Industrial Schools, or preferably because more economically, of Co-operation between the school and the local apprenticeship systems, the boy's industrial education might be continued for a couple of years longer—to a stage where what he needs to become an expert workman is chiefly longer practice and experience. Where at all possible, Boards should establish a four years' course for boys—two

of the General Industrial School and two of the Special, or of the Co-operative School. The establishment of the General Industrial School would attract and retain the student from thirteen or fourteen till sixteen, the period when his growing power is greatest and his earning power is least; but only a four years' course can produce the mental and physical training needed for a life of progression in industrial efficiency. Owing to the less exacting nature of their trades, probably a year or so of a General Industrial course, followed by one or two years of a Special Industrial course, will be found to be sufficient for girls, especially where Household Science forms part of their Public School course. Owing also to the practical character of much of the school work and the future claims upon the students, the school day might reasonably be extended to six or even six and a half hours. See the Superintendent's *Report on Education for Industrial purposes,* pp. 191-192, 222-238, 282-296, and 337-341.

As soon as an industrial course is comprehensive enough, the Minister will be prepared to co-operate with the local authorities in holding examinations and awarding diplomas.

Qualifications of Staffs

Reference has already been made to the difficulty of securing teachers for the Evening Industrial Schools. Still more difficulty will be experienced in securing teachers for the General Industrial Schools. To maintain the necessary correlation amongst the subjects, the teacher, when there is only one, should be conversant with the whole course, and where there are more than one, each should possess this qualification; for although in the organization he may be called upon to teach only one part, to do it well he must know the whole. Few such teachers are as yet available in Ontario; but, as soon as practicable, courses of instruction will be provided by the Department. After having spent most of the present school year in Europe and the United States preparing for his new duties, Inspector Merchant, who has been appointed Director of Technical and Industrial Education, will, after next midsummer, visit the industrial centres of the Province and assist School Boards in organizing their local systems.

IV. REGULATIONS FOR EVENING INDUSTRIAL SCHOOLS

Conditions of Establishment

1. No Industrial Evening School shall be recognized by the Department of Education which has not a total enrolment for each of (1) men and boys and (2) women and girls, of at least ten members in regular attendance from the beginning to the end of each term.

2. At dates to be selected by the Advisory Industrial Committee, the Session shall begin in the last week of September and shall close in the last week of April.

NOTE.—If found necesary a Board may defer the opening of this session until the end of the first week in October.

3. The Session shall consist of two terms, the first ending the last week in December and the second the last week in April.

4. The School shall be open for at least two hours on each of at least two evenings a week.

5. As provided in 4 (6) of the Act, quoted above, the members of the classes shall consist of workmen and workwomen who are employed during the day.

6. (1) Each teacher shall possess expert knowledge of his subject. In the appointment of such experts, the preference shall be given to those who, being otherwise qualified, are now engaged or have been engaged in the form of industry which they are to teach.

(2) When day teachers are employed also in the Evening Industrial Schools, their work shall be so arranged that no teacher shall teach more than six hours a day.

7. The organization, qualifications of the staff, accommodations, equipment, courses of study, and text-books shall be subject to the Minister's approval.

8. (1) As far as it may be suitable, the equipment already provided for the Science, Manual Training, and Household Science courses of the High and Public Schools, and the Day Industrial and Technical Schools shall be used for the Evening Industrial Schools.

(2) Where no, or insufficient, equipment has been provided which is suitable for Evening Industrial Schools, the Boards shall provide from year to year such equipment for these schools as the Minister may deem necessary. The equipment thus provided shall, when needed, be used for Day Industrial Schools also.

Courses of Study

9. All the subjects of the courses shall be so taught as to have a direct application to the industries.

10. From the lists below, the Advisory Industrial Committee shall make such selection as, in its judgement, suits the requirements and capabilities of the locality; but in addition to these subjects, any other subject or subjects which have a direct application to any of the industries may be taken up with the Minister's approval.

11. From the following lists for boys and men and for girls and women respectively, each student shall take up at least one of the subjects in A, and may take up in addition one or more of the subjects in B. The total number to be taken up by each student shall, in each case, be determined by the Principal.

12. In localities where there are Evening Commercial Classes under the same Board, business English, business arithmetic, and commercial work shall not be included in the courses for Evening Industrial Classes; but it shall be the duty of the Advisory Commercial Committee, acting in concert with the Advisory Industrial Committee, to provide courses in these subjects suitable for workmen and workwomen engaged in the industries.

I. *List of Subjects for Boys and Men*

A. Freehand drawing, mechanical drawing, architectural drawing, design, modelling; wood working, metal working, electrical working, building construction, printing, plumbing, physics, chemistry, mechanics.

B. Workshop mathematics, estimating, business English, commercial work, first aid.

II. *List of Subjects for Girls and Women*

A. Cookery, home economics, first aid, home nursing; hand sewing, machine sewing, dressmaking, millinery, embroidery, laundry work; free-hand drawing, design, colour harmony.

B. Business arithmetic, business English, commercial work.

Apportionment of the Legislative Grant

1. *On Salaries*

13. The Department of Education will pay the following proportion of the total salaries of the staffs of the Industrial Evening Schools:

In cities with populations of 150,000 and over, one-third; in other cities, one-half; in towns, two-thirds; and in villages, five-sixths.

2. *Equipment*

14. Where no, or insufficient, equipment is available, the Department will pay for each of the first four years 25 per cent. of the cost of equipment approved by the Minister, up to a maximum of $1,000 in the case of the classes for boys and men, and $500 in the case of the classes for girls and women. Thereafter, the Department will allow 25 per cent. of the cost of renewals and additions approved by the Minister, not exceeding, in any one year, $300 in the case of the schools for boys and men, and $150 in the case of the schools for girls and women.

Accounts

15. The receipts and expenditures on account of the Evening Industrial Schools shall be kept separate from those for other school purposes.

V. COURSES FOR DAY INDUSTRIAL SCHOOLS

1. General Industrial Schools for Boys

ENGLISH.—*Grammar*: The elements, with emphasis on the practical applications.

Composition: Oral and written; reports and descriptions; business and friendly letters.

Spelling: Words in general use; emphasis on words used in men's trades.

Reading: Intelligent and intelligible reading: The Fourth Book and the High School Reader; exercises in articulation and vocalization.

Literature: A course of reading in school and at home of standard authors.

NOTE.—The course in Grammar should be that of Form IV and the Junior Grade of Form V of the Public Schools. The course in Composition should train to accurate, plain, and forcible expression, and should deal mainly with industrial topics. Suitable industrial magazines should be supplied. The course in Literature should cultivate a taste for good reading.

MATHEMATICS:—*Arithmetic*: Vulgar fractions and their decimal equivalents; the common and the metric system; percentage and its practical applications; approximate and check methods. four figure logarithms applied to multiplication and division; power roots and pocket-book formulas; oral arithmetic.

Mensuration: Measurement and calculation of areas of plane figures and of volumes by workmen's methods.

Algebra: Elementary processes; simple workshop formula; solutions of simple equations; plotting of points and simple graphs.

NOTE.—Only the essentials of Algebra should be taken up, and they should deal with formulas used in workshop practice.

Geometry: Use of instruments; simple construction leading to the self-checking of the students' work; measurement of angles and their ratios by construction and by comparison with trigonometrical tables; the geometry of simple solid figures, etc.

NOTE.—The course in Mathematics should deal throughout with such calculations as weights of castings, measurement of areas, calculation and use of the measuring tools used in the trades, calculations by graphic methods, etc. Free use should be made of mechanics' and engineers' handbooks for formulas and tables.

SCIENCE.—*Physics*: Measurement; elementary mechanics of solids and fluids; the general properties of matter.

Effects of heat on substances used for constructional purposes; specific, sensible, and latent heat, and the practical application of their qualities; melting and boiling points; steam raising and the properties of steam; the transmission of heat: conduction, convection and radiation, and their applications to practical work: hot and cold water supply; use of exhaust steam; heating and modes of ventilating.

Applications of electricity and magnetism: batteries, electromagnets, dynamos, motors, telephones, etc., electric wiring and simple testing, etc.

Chemistry: Effects of heat, moist air, water, and common acids on materials used for constructional purposes; rusting, rotting, and the use of protective coverings on metal and wood; combustion of solids, and liquid and gaseous fuels, and their application to industrial purposes.

NOTE.—The course in Science should be a practical one, with direct reference to the industries, being accompanied in each subject by the necessary theory, demonstrated experimentally.

GEOGRAPHY.—The Public School Course for Form IV and the Junior Grade of Form V, with special reference to the commercial relations of Canada.

NOTE.—In dealing with this subject the instruction should, as far as possible, centre around collections of raw materials and pictures describing the processes of manufacturing various articles. Such collections are obtainable from various school supply companies. Probably some manufacturers will donate specimens of their products in their different stages.

HISTORY AND CIVICS.—British and Canadian History, with special emphasis on the industrial development of Great Britain and Canada, inventions, discoveries, and their results; organizations and values of Trade Unions, Manufacturers' Associations, Boards of Trade, Farmers' Institutes, etc.; forms of civic government in Canada, Ontario, and Great Britain; the rights and duties of citizenship.

NOTE.—The main object of the course should be the development of the industrial citizen, and, consequently, the emphasis should be placed upon industrial or economic phenomena—upon the development of transportation and communication, the growth of municipalities, and civic organization. This involves the changes being produced by the concentration of labour and capital in production.

MATERIALS: The growth, character, and uses of various woods; the methods of preparation and manufacture of other natural products useful to man, as, for example, cotton, linen, and wool; the various kinds of coal, oil, clay, building stone, concrete, mortar, and cement; metals used in the industries; methods of tempering and preserving steel; the composition and uses of brass, Babbitt metal, pewter, etc.

DRAWING.—*Freehand*: Familiar objects in outline; simple fore-shortened faces; quick sketches to give practice in judging proportions, elementary principles of perspective practically developed; fore-shortened cylindrical and prismatic forms in outline with practical application to simple parts of machines, frames, doors, etc.

Mechanical Drawing: Principles of constructive drawing, freehand working sketches, lettering, dimensioning, making and reading of blue prints; use of instruments; scale drawing; perspective drawings developed from plans; drawings of simple pieces of machinery.

Industrial Design: An elementary course applicable to the workshop practice.

NOTE.—The course in Drawing should emphasize the accurate reading of working drawings and blue prints, and the making of sketches of parts of machines, accurately and quickly. Drawing is fundamental in the industries and should be apportioned at least four or five periods a week.

COMMERCIAL COURSE.—*Arithmetic*: A short course in the application of percentage to interest, bills of exchange, discount, etc., as used in connection with the industries.

Bookkeeping, Business Forms, and Penmanship: Enough single entry to enable the student to keep records of petty cash or stock-room accounts in a shop; cheques, notes, drafts, etc.. the formation of legible, quick handwriting.

NOTE.—When the course is continued long enough, the student should be trained to carry out any cost system he may find in the shop where he may be employed.

PHYSICAL CULTURE AND PHYSIOLOGY AND HYGIENE: A good system of physical exercises to develop the whole body; so much Physiology and Hygiene as will enable the workman to care for his health; first aid.

WORKSHOP PRACTICE: Elementary woodworking (reviewed, if already taken in the public schools); reading of working drawings; the usual simple exercises in joinery; exercises on the lathe; pattern-making and cabinet-making involving the use of the lathe; exercises in metal turning and in chipping and filing; forging; care and sharpening of tools; shop economics; simple specifications.

NOTE 1.—The Workshop Practice differs from the Public School Manual Training in having a definite industrial outlook, and, accordingly, in requiring a larger apportionment of time. An hour and a half or two hours is the time usually given to Manual Training; the Workshop Practice needs from three to five half days a week, according to the subject and the stage.

NOTE 2.—Visits of inspection should be paid to the factories in the vicinity. These visits should be made the subject of class discussions and compositions.

NOTE 3.—As Wood and Metal working afford the best general training in the use of tools, courses in these subjects are given above. Where, however, the local industries are of a markedly different character, specialization therefor might be introduced after the student has had a preliminary general course in woodworking.

2. General and Special Industrial Schools for Girls

ENGLISH.—*Grammar*: The elements, with emphasis on the practical applications.

Composition: Oral and written; reports and descriptions; business and friendly letters.

Spelling: Words in general use; emphasis on words used in women's trades.

Literature: A course of reading in school and at home of standard authors.

NOTE.—The course in Grammar should be that of Form IV and the Junior Grade of Form V of the Public Schools. The course in Composition should train to accurate, plain, and forcible expression, and should deal mainly with industrial topics. The course in Literature should cultivate a taste for good reading.

MATHEMATICS.—*Arithmetic*: Vulgar fractions and their decimal equivalents; percentage and its practical application to women's trades and businesses.

Mensuration: Measurement and calculation of areas of plane surfaces, as applied to women's trades.

GEOGRAPHY: The Public School Course for Form IV and the Junior Grade of Form V, with special reference to the commercial relations of Canada.

NOTE.—As far as possible the instruction should centre around collections of raw products, and pictures representing the processes of manufacture, especially those affecting women's trades—cotton, linen, silk, etc. Such collections are obtainable from various school supply companies. Probably some manfacturers will donate specimens of their products in their different stages.

HISTORY AND CIVICS.—British and Canadian History, with emphasis on the industrial development of Great Britain and Canada. The forms of civic Government in Canada, Ontario, and Great Britain; the rights and duties of citizenship.

MATERIALS.—The materials and the characters of the various textiles; the methods of preparing and manufacturing them; judging kinds and qualities; uses, widths, and current prices; dyes and their use; materials for decoration.

COMMERCIAL COURSE.—*Bookkeeping, Business Forms, and Penmanship*: Enough single entry to enable the student to keep records of petty cash or stock-room accounts in a shop ; bills, cheques, notes, drafts, etc.; the formation of a legible, quick handwriting.

NOTE.—When the course is continued long enough, the student should be trained to carry out any cost system she may find in the shop where she may be employed.

PHYSICAL CULTURE AND PHYSIOLOGY AND HYGIENE: A good system of physical exercise to develop the whole body; so much Physiology and Hygiene as will enable the workwoman to care for her health; first aid.

DRAWING.—*Freehand*: Familiar objects in outline; quick sketches to show designs; costume sketching.

Design: The principles of design and colour harmony; applied to curtains, tucks, ruffles, embroidery, candle shades, pillow-shams, etc.; making of drafts; patterns, and stencils; stencilling; combinations of colour and trimmings for dresses and headwear. Relation of house to surroundings; planning of house, colour schemes, interior decoration.

WORKSHOP PRACTICE.—*Sewing*: Hand and machine; dressmaking and millinery.

Housework: The furnishing and ordering of the kitchen and dining-room; care of the rooms of a house; cooking; composition of foods and their nutritive values; planning and serving meals; laundry work; sanitation and hygiene.

Novelties: Sample mounting, sample book covers, tissue paper novelties and decorations, etc.

NOTE.—Here as well as in the case of the Manual Training more time is needed than for the cultural and practical Household Science of the Public Schools; and, on account of the limitations of the rest of the course, more time can be apportioned to the Workshop Practice of the girls than to that of the boys.

NOTE.—Visits should be made to the local "openings." These visits should be made the subject of class discussions and compositions.

September, 1911.

COURSE OF STUDY IN MEDIAEVAL AND MODERN HISTORY FOR HIGH SCHOOLS, 1911

(Circular No. 11)

Upper School

Having studied Ancient and British and Canadian History in the Lower and the Middle School, the pupils of the Upper School now take a survey of the whole range of the Mediæval and Modern History of Europe. The ground covered is extensive, and wise and discriminating guidance on the part of the teacher is necessary to fix the thoughts of the students on what is salient. The person or institution emphasized should have some vital place in the development of society. In this connection it should be kept in mind that it is England which has played the greatest part in the history of modern political life. She was the pioneer in that striking development of modern times, representative government. Every state that now possesses parliamentary institutions has been her imitator.

The old-fashioned practice of committing to memory the list of the Kings of England with the chief dates of their reigns is eminently wise; only when some such outline is fixed indelibly in the mind have we a basis for the accurate grouping of historical events. If to such a list could be added the Kings of France, and the dates of the important treaties, especially those which have defined international boundaries in Europe, the pupil would be well-equipped for placing events in their proper relations in time. Their relations in respect to place are hardly less vital; for an understanding of the geography of a country is indispensable to the proper study of its history. The character of a people is profoundly influenced by the climate in which they live, the fertility of their soil, and their situation, whether maritime or inland. The teacher should put clearly and simply before his classes the main geographical features of Europe and the British Isles, noting especially the more important mountain ranges and river valleys, and giving some examples of their bearing upon the history to be studied.

1. MEDIAEVAL HISTORY

The Roman Empire

The growth and extent of the Empire, and the mode of Government, the life of its citizens and subjects, and the causes of decline are all subjects permitting of broad and rapid treatment. The teacher who aims to develop any of them more thoroughly should describe Britain as a Roman Province.

[In the treatment of the Roman occupation of Britain, slides are especially helpful. Classified catalogues with prices can be obtained from William Rau, Chestnut and 13th Streets, Philadelphia; Levy et fils, 46 Rue Letellier, Paris; George Philip and Son, 32 Fleet Street, London, England; J. P. Gibson, Hexham, England.]

Christianity within the Empire

The rise of Christianity within the Empire, its relations with the Government, and the life of Jerome or of Augustine as illustrating the Christian attitude toward Roman society during its decline, should be discussed briefly.

The Barbarian Invasions

After inquiring whether the invasions were a new or alarming phenomenon, the teacher should point out on a map the chief lines of attack, and should mention the most conspicuous names and dates. The habits and customs of the Ger-

mans he can describe to the best advantage when dealing with the Angles, Jutes, and Saxons. He should picture their life in peace and war, the character of their invasion of Britain, the destruction of Romano-British civilization. He should also contrast their settlement in Britain with that of the other German peoples in the more thoroughly Roman Provinces of the Empire.

Europe after the Invasions

The attempt of Theodoric the Goth to create a peaceful barbarian kingdom in Italy should be discussed briefly. The reign of Justinian marks the survival in the East of the Roman Empire, now become an Eastern despotism, based on Roman law, on the Roman type of bureaucracy and army, and on Greek trade and finance. The personality of Justinian is an elusive one, and makes little or no appeal to young students. The Eastern situation is quite beyond them; hence the subject should be touched upon very lightly, and should give place at once to the two topics below.

The Progress of Christianity

The Bishop of Rome; his position in the Church and in Italy; his relation to the Empire and to foreign powers. The life of Gregory the Great should be studied carefully in this connection. He grew up among the ruins of Imperial Rome, abandoned the Imperial service for the service of the Church, and by his conduct of affairs in Italy, his government of the Church, his missionary efforts, and his theological writings, extended and developed the influence of the ecclesiastical authority. By this time we see the importance of Monasticism now upheld as the ideal form of Christian life. Western Monasticism adopted gradually the Rule of Saint Benedict, which might well be studied in the class. This simple and practical document remained for centuries the basis of monastic life. It will be found in *A Source Book of Mediæval History,* edited by Thatcher and McNeal (Scribner).

The Franks

Among the important conquests of the Church was that of the Franks. They mastered Gaul, and the adoption of orthodox Christianity by their leader, Clovis, made them the allies of the Church. Their royal house, the Merovingian line, declined as civilization impaired its native vigour, and the government passed to the Carlovingian family which came from the eastern part of the Frankish kingdom, still largely German. The Carlovingians took the crown, completed the alliance with the Church by defending it in Italy, and created the Holy Roman Empire.

The Empire of Charles the Great

Charles the Great should be made a very real figure; his wars, court, interest in building and education, his friends, Alcuin, Eginhard, his personal conduct of the administration, his religious and political aims, are all interesting.

The Empire was threatened and destroyed by such forces as:

(1) Racial disunion which, in the end, became national and broke up Charles's Empire into separate divisions, Italy, France, Germany, etc.

(2) Barbarian invasions, when Saracens, Huns, and Vikings attacked different parts of the Empire.

Feudalism may also be described as a destructive force; for it laid stress on local authority, in contrast with the centralizing tendencies of the Empire. A

knowledge of Feudalism is indispensable and can best be obtained by considering the institution on its personal side. The teacher should describe a feudal estate and give an account of the relations between lord and vassal and among vassals themselves. No technical term should be introduced until the picture is clearly grasped. Something should be said as to the civilization which Feudalism produced and the poetry and romance of life in the feudal castle.

These topics and also those which have gone before, such as Monasticism and the Influence of Christianity can be illustrated admirably from English History. English society yielded to feudal influences. Tribal divisions among the invaders delayed national growth. Later, the Viking attacks rendered national union impossible, and made the efforts of Alfred the Great, Edgar and Dunstan, and Canute ineffective to build up one great State, until, at last, England was mastered by William the Conqueror.

The State

No attempt should be made to follow carefully the political history of Europe, but the development of institutions may easily be traced in England after 1066. The Norman Kings soon joined with the English people against the Norman barons, and made the alliance firm and lasting by means of a civil service and a judiciary which reached out from the royal court to the local assemblies. The anarchy of the reign of Stephen showed what a menace the feudal baronage might have become had not Henry II completed its overthrow. In Richard's absence the machinery of government was improved. But when there was danger that John would convert the strong centralized monarchy into tyranny, all classes united to oppose him. The struggle continued during the greater part of the reign of Henry III and ended only when Edward I summoned the nation to his model Parliament and prepared for the establishment of the maxim "what touches all should be approved by all," as a first principle of the British Constitution. It should be noted by way of comparison that, while in France the kings crushed feudalism as in England, they did not foster the local institutions of the people or submit to a Great Charter; the reign and career of Louis IX bring out the real character of the French monarchy, and show why France ever grew more, while England grew less despotic. In Germany, on the other hand, the feudal barons destroyed the monarchy, because the German kings tried to keep alive the tradition of the Roman Empire, and made themselves so weak by spending time and energy in Italy that at home the barons checked their authority. The German princes, who ruled Italy as Emperors, were not strong enough to control that country either, and Italy, like Germany, was broken up into many states. The Normans occupied the south, feudalism flourished toward the north, and the free cities developed in wealth and political independence. The most serious opposition to the Emperors came, however, from the Pope, who held lands in central Italy and ruled the Western Church.

The Church

Whatever view we may take of the part of the Church in modern life, it remains true that it was the most imposing institution in mediæval society. With its highly developed organization it influenced every department of life. It had its lands, which strong kings, like William the Conqueror and Henry I, tried to control by reserving the power to appoint to office in the Church. Under Gregory VII, the Church resisted the kings. The Investiture struggle was the

result, and its character can best be seen in the career of Anselm. The Church had its *courts,* which Henry II sought to make subject to the Royal system of justice; he was opposed by Thomas à Becket. It possessed strongholds everywhere in the *monasteries,* the inmates of which took charge of education, copied and thus preserved manuscripts, and tilled the soil. Their character and influence can be shown most clearly from the life of Bernard of Clairvaux. To meet the needs of the people especially in the new towns, the Church supported the movement of the Friars, inaugurated by Francis of Assisi and Dominic. It sent these "poor preachers" everywhere, but especially into the *Universities,* which, largely under its influence, had risen in Paris, Oxford, and other centres during the twelfth century. At first great crowds of students had gathered merely to hear famous teachers, but they soon followed settled courses, such as medicine at Salerno, law at Bologna, and worked under common regulations and customs. The Church, too, commanded other forces, particularly that of religious enthusiasm, as expressed in the Crusades. For an understanding of the Crusades, it is necessary to review the origin and growth of Islam and the situation in the East under its sway. The Crusaders held Jerusalem only for a time; but the movement promoted trade, brought in eastern manners and ideas, and broadened the outlook of Western men. With the command of these forces the Church, under leaders such as Gregory VII and Innocent III, asserted and finally established its supremacy over the Holy Roman Empire. Its victory marked the climax in the political history of the Middle Ages.

Mediæval Life

The above topics suggest the lines which the teacher's study and knowledge of the period should follow. He can make these of real value and interest for his pupils by portraying vividly some of the leading figures and outward aspects of mediæval life. Biography makes a strong and constant appeal to young students. In such characters as those of Charles the Great, Anselm, Bernard of Clairvaux, Francis of Assisi, of many of the Kings of England, and Louis IX of France, the teacher commands ample material with which to stimulate historical imagination. He can find in all good text-books and in the forms of slides and photographs illustrations of mediæval castles, churches and towns. It is an easy matter to hold the interest and improve the taste by tracing with the aid of views the development of architecture. This is the most important art of the Middle Ages, and modern society has much to learn from the study of its masterpieces.

It is not necessary to give here an extended list of books which teachers might consult, for bibliographies are to be found in the text book, and in Robinson's *Readings on European History.* Teachers should be reminded, however, that historical novels, and such stories as *Puck o' Pook's Hill* and *Rewards and Fairies* by Kipling are of the highest value. They will also meet with stimulating suggestions in Fletcher's *Introductory History of England,* but, above all else, they should be understood as a phase of Renaissance thought—Marco Polo's journeys, in convenient form in series like "Everyman's Library" and "English History from Contemporary Sources."

2. MODERN HISTORY

Modern History is more complex than Mediæval History. During its course there has developed a number of great nations each with its own type of life, each pursuing its own ideals. In the transition to modern times we find that some mediæval institutions and ideas have almost wholly disappeared. We have

no longer feudalism or crusades; the unity of the mediæval Church has been broken by the Protestant revolt; the rights of birth and rank which seemed so natural to the mediæval mind have been assailed in the struggles of such revolutions as that in France. The result is a changed world, and it is the chief function of the teacher of the history of this period to explain how the changes have come about. Only the great events and the great leaders can be followed.

The Growth of National Spirit

The growth of national spirit is seen as early as in the Hundred Years' War, when the burning patriotism of the French made it impossible to force upon them a foreign king. The teacher can use effectively the lives of Edward the Black Prince, Henry V, and Joan of Arc. To this day France treasures the memory of Joan as one of the first to appeal effectively to French nationality.

This national movement matures only slowly into the modern system of great states, sharply divided from each other by national feeling and under strong centralized governments. The impelling force in these changes is summed up in the term—

The Renaissance

It is most important to get a clear meaning of this term. It indicates more than anything else a state of mind which leads men to think for themselves. This state of mind came to the age as it comes to the maturing individual and causes him to criticize, to explore, to break away from the traditions of the immediate past, to think and act for himself. No specific date can be given for such a movement. We find it in the thirteenth century, though its culmination is not reached until towards the end of the fifteenth. It has many aspects.

(1) *The Revival of Classical Learning.* This revival finds its chief home naturally in Italy, where Florence becomes the "Mediæval Athens." The figure of Dante, mediæval in his religious thought, but half modern in his feeling for nature and in his use of Italian, the tongue of the common people, stands at the beginning of the period. Petrarch, his younger contemporary, is modern in outlook. These two men ought to be made real. Both love ancient learning, but they are different types. Only a few Renaissance leaders should be considered: Lorenzo de Medici, Savonarola as opposing him, Pope Leo X, and Erasmus; in England, More and Colet, both beautiful characters.

(2) *The Fine Arts in the Renaissance.* This is a subject so large that it may well become confusing. At most only a few great names should be discussed—Giotto at the beginning; then much later Leonardo da Vinci, Michael Angelo, Raphael, and Titian.

Photographs of the great works of art are now cheap, and by spending a small sum each year an excellent collection or reproductions could be made. Framed and hung on the walls of the school rooms they would produce an excellent effect in educating the eye and the taste of pupils.

(3) *The Revolt from the Authority of the Church.* There had long been mutterings by such men, for instance, as Wycliffe and Hus. At last Luther appears. The movement which he led is German, springing largely from the growth of the national spirit. It will be best understood by seeing vividly the character and aims of this one man, Luther. To see him the pupils must see those opposed to him—Pope Leo X, the Emperor Charles V, Erasmus, even the English Henry VIII.

(4) *The Spirit of Discovery.* The story of the discovery of America can best be told in connection with Canadian History, but the whole subject of discovery should be understood as a phase of Renaissance thought—Marco Polo's journeys, the attempt to reach India by going round Africa, and Asia by crossing the Atlantic. The reason for Spain's leading in this work should be made clear: the recent union of Castile and Aragon had made her strong enough to take such leadership and by the overthrow of the Moorish power she had ended a long conflict. These topics especially interest students in the New World; maps should be freely used.

(5) *A new Independence in Political Thought.* This is probably the most far-reaching and permanent result of the Renaissance. In England the change proceeds with striking regularity. Henry VII and Henry VIII are practically despots: Parliament does their bidding. But the new spirit shows itself under Elizabeth in delight in adventure (Drake, Hawkins), and in literary and scientific activity (Shakespeare, Bacon). Finally, when a Stuart and half foreign King succeeds, the nation asserts its liberties. Then we have the succession of leaders, Eliot, Hampden, Pym, Oliver Cromwell, who attack vehemently religious and political despotism. At the same time a similar struggle is found on the Continent. The Church, wounded deeply by the assault of Luther, rallies her forces. Ignatius Loyola organizes the Society of Jesus; the Council of Trent is held, largely under Jesuit leadership. The Church is soon strong enough to carry on aggressive war in regions where she had at first lost heavily. In France the bitterness of the struggle is seen in the Massacre of St. Bartholomew, while the Church's ultimate triumph is evident in the renunciation of Protestantism by its leader Henry IV, who, however, concedes toleration to Protestants in the Edict of Nantes. Charles V and Philip II seek to destroy Protestantism in the Netherlands. The characters of both should be clearly understood, and over against Philip should be put the figure of William of Orange (the Silent) the leader of Dutch Protestantism, and the real founder of the Dutch Republic. The causes of the decline of Spain should be explained. The conflict widens and deepens. The Church aims to recover lost ground in Germany, and the Thirty Years' War breaks out. To follow the details of the war in a school class would be useless. Let only the issue be understood. Catholic Austria aims to dominate Germany, and not merely Protestant Germany but Catholic France joins in the struggle to prevent it.

The Age of Louis XIV

The Thirty Years' War seemed to show that no single state, no single type of religious thought, could be dominant in Europe and that attempts to effect unity by coercion would fail. But it was left for France to make a further supreme effort for domination. Here it is important to show what ambitions to sway Europe France matured, over against a Germany desolated and nearly ruined by the Thirty Years' War, and the student will see that the issue is not yet dead if he remembers the present relations of France and Germany. To follow the details of the wars of Louis XIV would be a waste of time with a school class; but his personality, his court, his ambitions can be made clear. So also can his religious policy. His revocation of the Edict of Nantes and his resolution to have but one type of religion in France reveals the passion for uniformity that modern states have been forced to abandon. The futility of his aim to master Europe is seen in—

The Rise of the new Nations, Prussia and Russia

The pomp-loving Frederick I, the first king of Prussia, his eccentric son Frederick William I, and his brilliant grandson Frederick II, (the Great) lend themselves to interesting treatment, and abundant material will be found in Carlyle's *Frederick the Great.* An equally interesting figure is Peter the Great, of Russia, with his efforts to bring a hitherto Oriental state into touch with Western Europe. But, interesting as they are, these phases of European history can be touched upon only lightly.

Expansion of Great Britain

This phrase best sums up the final result of the world-wide struggle of Britain with Spain, with Holland, and with France. Its climax is in the Seven Years' War. Again, to follow such a struggle in detail would be vain; but the pupil can be made to see clearly Frederick the Great, Pitt, Wolfe, Montcalm, Clive and George III, determined to be master and to end the war. The war itself has far-reaching consequences in bringing prominently to the front Prussia, the master-state of modern Germany, and in establishing Britain's superiority to France in both North America and India. From this war, indeed, may be dated the modern British Empire. True, Britain's truimph was short lived, but her disasters during the American Revolution should be passed over lightly for they are studied more fully in British history. The great crisis of European development soon came:

The French Revolution

This era is a life's study in itself. The most a teacher can hope to do is to make vivid some of the leading figures: Turgot, his plans to reform and his failure; Necker, with his weak policy; Mirabeau, Robespierre, Danton as leaders. The Fall of the Bastille, the September massacres, the Terror and much else lend themselves to vivid treatment, but in each case the reasons for the event as well and the dramatic happening should be made plain. It should be clearly understood why the first republic was proclaimed in France, why the Terror seemed necessary, why Robespierre fell, why the Directory was established, and why, in the end, there issued a military dictatorship under—

Napoleon. Only a few chief things about Napoleon can be taught: The greatness of his genuis: as a soldier, his ambition, his resolution to dominate Europe, the cause of his failure; as a civilian, his reforms and his influence in making government efficient.

With Napoleon's fall we have Europe once again working out the fuller results of modern as distinguished from mediæval thought. The principles so extravagantly asserted in France of the Revolution are still potent. National feeling becomes a passion and shows itself in remarkable movements for—

Unification. This movement is seen in Germany; in Italy; in the United States, by the overthrow of secession ideas in the Great Civil War; in the British Empire by the Federation first of Canada, then of Australia, and by the later Union of South Africa, and the present movement for closer imperial unity with self-governing states within the Empire.

Such great topics can only be touched upon. Throughout the course attention should be fixed merely on the chief figures and the salient movements.

August, 1911.

HIGH AND CONTINUATION SCHOOLS

[Circular No. 37 (3)]

The Minister of Education desires to draw the attention of Continuation School Boards and Principals to the fact that the High School Courses of Study and the Regulations pertaining thereto have just been revised. With the necessary changes these apply to the Continuation Schools also, and Boards and Principals should govern themselves accordingly.

The Regulations affecting the Departmental Examinations have also been revised. So far as concerns the High Schools, the Approved School Scheme is retained; but under it, with some temporary necessary exceptions, the Principal's certificate in regard to the Lower School subjects will no longer be accepted. Hereafter an examination will be held on the Lower School subjects for admission to the Normal Schools and the Faculties of Education. For 1911-12 no approved school scheme will be applied to Continuation Schools; but with the same exceptions as are provided for in the case of the High Schools, the examination in the Lower School subjects goes into force.

The Minister of Education has appointed Dr. John Waugh and Mr. G. K. Mills, Continuation School Inspectors, replacing Mr. R. H. Cowley, who has been appointed Chief Inspector of Public and Separate Schools. With two Inspectors, it is expected that all the Continuation Schools can be visited each year.

Boards and Principals should bear carefully in mind the Regulations defining the qualifications of Continuation School teachers. If teachers without legal qualifications are appointed, the teachers themselves will be held responsible for accepting and retaining positions for which they are not duly qualified, and the grants cannot be paid to the School Boards. The Regulations referred to are as follows:—

Grades of Schools

6. (1) There shall be three grades of Continuation Schools, A, B, and C, as follows:—

A Grade A Continuation School shall be one in which at least the time of three teachers is given the work of the Continuation School.

A Grade B one in which at least the time of two teachers, but less than the time of three, is given.

A Grade C one in which at least the equivalent of the time of one teacher, but less than the time of two, is given such work.

Qualifications of Teachers

(2) In a Grade A School the Principal shall hold:

(*a*) A High School Principal's Certificate; or

(*b*) A graduate degree in Arts and a High School Assistant's certificate, which after three years' successful experience (at least two of which shall have been in High or Continuation School), as attested by the inspectors, has been endorsed by the Minister as valid for the Principalship of a Grade A Continuation School. Each assistant shall hold either a High School Assistant's or a Provincial First Class Certificate.

(3) In a Grade B School the Principal shall hold:

(*a*) A Permanent First Class Certificate; or

(*b*) A High School Assistant's or an Interim First Class Certificate, which, after two years' successful experience, as attested by the inspectors, has been endorsed by the Minister as valid for the Principalship of a Grade B Continuation School. The Assistant shall hold a Provincial Interim, or a Permanent First Class Certificate, unless the Principal holds such certificate, in which case the Assistant's certificate may be a High School Assistant's.

(4) In a Grade C School the teacher shall hold:

(*a*) A Permanent First Class Certificate or

(*b*) An Interim First Class Certificate, which after two years' successful experience, as attested by the inspectors, has been endorsed by the Minister as valid for the Principalship of a Grade C Continuation School.

August, 1911.

HIGH SCHOOLS AND COLLEGIATE INSTITUTES

(Circular No. 8)

ACCOMMODATIONS AND GYMNASIUM

1 Accommodations: Requirements, Grading and Grants

School accommodation shall be considered as divided into four grades, according to the character and extent of the school buildings and grounds and their equipment. Where any part of the accommodation is used jointly by the High and Public Schools, the grading shall be one degree lower than if the schools were separate. In determining the grades, the High School Inspectors shall have regard to the following considerations:—

1. *School Grounds.*—The school grounds shall not be less than one acre in extent, easily accessible, not exposed to disturbing noises or noxious odours, and shall be exclusively devoted to High School purposes. In the case of Public and High Schools in the same building, the playgrounds for the High School pupils shall be separate. The grounds shall be properly levelled and drained, and ornamented with trees, shrubs, and flower beds; they shall also have separate entrances and recreation grounds and walks for the sexes. The recreation grounds for the sexes shall be separated with a close board fence, wall, or hedge. No trees shall be placed so close to the school building as to check the free passage of air and light. Provisions shall be made for keeping the buildings and grounds in good order.

2. *Water Supply.*—The water supply shall be pure and adequate. Where there is no other source of water supply, there shall be a well on the school premises properly protected against pollution. If a dug well, it shall be thoroughly pumped and cleaned out at the close of each vacation and at such other times as may be deemed advisable by the inspector. Lavatories, water-taps or tanks, and drinking cups of glass or good enamelled ware, shall be provided, and satisfactory arrangements shall be made for a suitable supply of water in the laboratory. Grades I and II shall be given only when the water supply is inside the building.

3. *Closets.*—The closets for the sexes shall be under separate roofs several feet apart, and properly screened from observation. Each closet shall be properly lighted and ventilated and shall contain a sufficient number of compartments for the attendance, each compartment being provided with a door. The boys' closet shall be built of glazed brick or similar material, or of wood, painted a dark colour and sanded, with floors of cement, brick, or hardwood, placed at least a foot above the ground. Urinals, of slate or similar material, divided into compartments and properly situated shall be provided for the boys, and separate and locked closets for the teachers. The closets and urinals shall be cleansed and disinfected at suitable intervals. Covered walks shall be laid from the door of the school building to the closets. A wall or a close high board fence shall be provided between the boys' and the girls' side, from the closet to the school building, and the entrance to the closets shall be properly screened. In the case of a Public and a High School in the same building, the closets for the High School pupils shall be separate from the closets for Public School pupils. Where the closets are inside the building the above condition shall apply *mutatis mutandis.*

4. *School Building.*—The grading of the school building shall depend upon the site and architectural appearance. In every school building there shall be separate entrances for the sexes with vestibules or covered porches, and separate means of egress at the rear to the recreation grounds and closets. Where there are two or more stories, the upper floors shall be sound-proofed with mortar, felt, or other suitable material. The school building shall be at least thirty feet distant from the highway. A school bell and a flag and a flag-pole should be provided.

5. *Class-Rooms.*—The class-rooms shall be conveniently arranged, well proportioned and oblong in shape. A superficial area of 16 square feet and a cubic air space of 250 feet shall be allowed for each pupil. Hardwood is preferable for the floors and stairways. Any wood of such quality and grain as would suit for an oil or varnish finish will suit for the rest of the woodwork. Wood finish, instead of plaster, may also receive the highest grading. If calcimined or papered, the walls shall be kept free from dust, and renovated when needed. If painted, they shall be washed down and repainted also when needed. Where it is difficult to keep the ceilings in repair, metallic sheathing should be used. Suitable colour schemes (the ceilings being of a light tint) should be adopted for the halls and class rooms. A soft colour—a light greenish or stone gray or a dull blue—suits the class-room walls; while for the halls terra-cotta shades afford a suitable contrast. A class room should be devoted to the purposes of art instruction. (See pamphlet on School Plans for Rural Schools—Colour Schemes for Interiors.)

The doors shall swing outwards or either way. At least one waste paper basket shall be provided for each room, and the floors shall be kept in good order. A closet or a cabinet shall be provided for utensils used in school work; also a suitable bookcase. Durable scrapers and mats shall be placed at the outside doors. In three-masters' schools or over, at least one separate class-room shall be provided for science teaching; in two-masters' schools one of the ordinary class-rooms may be used for this purpose, and in the larger schools the laboratories for Chemistry, Physics and Biology shall be separate. There shall be a hall or class-room in which all the pupils can assemble. A movable fanlight shall be placed over each class-room door. The class-rooms should be decorated with good pictures, casts, and vases, and other beautiful ornaments. First-class grading shall not be given unless the rooms are suitably decorated. A reasonable expenditure for this purpose will be expected from year to year.

6. *Teachers' Private Rooms.*—There shall be at least one room for the private use of the teaching staff, of suitable size and comfortably furnished. Where the teaching staff is large, there shall be two or more private rooms, one of which shall be assigned for the accommodation of the female teachers.

7. *Halls.*—The entrances, vestibules, and halls shall be roomy and well lighted, and shall be so placed as to admit of separate entrances for the sexes to the waiting-rooms, cap-rooms, and class-rooms. The halls shall also be properly heated. In buildings of two or more stories there shall be separate stairways for the sexes, easy of access and well guarded. Suitable colour schemes and decorations should be provided.

8. *Waiting-Rooms and Cap-Rooms.*—The waiting-rooms and cap-rooms for the sexes shall be conveniently situated with respect to the class-rooms, and shall be properly heated and ventilated. The waiting-rooms shall be furnished with benches and tables, and the cap-rooms with all necessary appliances for storing umbrellas and for hanging caps or cloaks. Provision shall also be made in the building for storing bicycles.

9. *Desks.*—There shall be a single desk for each pupil in attendance. The desks shall be of suitable size with movable seats and adjustable lids. In each school room the outer row on each side should consist of adjustable seats and desks, to be adapted to pupils below or above the average size to be seated. The pupil, when seated, must be able to place his feet fully and easily on the floor. There shall be a desk and a chair in each class-room for the use of the teacher, and at least one chair for a visitor. A sloping stand for the gazetteer and the large dictionary shall also be provided. The laboratory shall be supplied with suitable tables for experimental work in both Physics and Chemistry. In the larger schools special provision shall be made for teaching Biology and Physics; special desks shall also be provided for Commercial and Art work, with, if practicable, separate class-rooms. Grades I and II shall be given only when there are single desks and suitable provision has been made for practical work in Science.

10. *Blackboards.*—The blackboards shall be of sufficient extent and of good quality (slate preferred), properly placed in regard to light and distance from the floor, and furnished with troughs to hold chalk dust. There shall be a suitable supply of erasers for teachers and pupils, and the troughs and erasers shall be cleaned every day. *Every possible precaution should be taken against dust in the school room.*

11. *Lighting.*—The class-rooms shall be lighted from the left of the pupils, the lower edges of the windows being on a level with the heads of the pupils. The windows of every school building shall be adjusted by weights and pulleys, and shall admit of an adequate diffusion of light throughout the whole class-room. They also shall be provided with blinds of suitable colour (light green or gray or greenish gray). The blinds on the left of the pupils should be semitransparent; other blinds, opaque. The blinds shall be provided with cords so as to be readily adjustable to any required height. Grade I is given only when the lighting is from the left.

12. *Heating.*—The temperature of the class-rooms, halls, waiting-rooms, cap-rooms, and teachers' private rooms shall not be less than sixty-eight degrees. A thermometer shall be provided for each class-room. Where stoves are used they shall be so placed and protected as to prevent discomfort to any pupil. Grades I and II shall be given only in the case of schools heated with hot air, steam pipes, or hot water pipes.

13. *Ventilation.*—Due regard shall be paid to the moisture as well as the temperature of the atmosphere, and provision shall be made for an adequate supply of pure air at all times. The foul air shall be removed and the pure air supplied so that there shall be a complete change at least three times an hour. Air *shall not* be taken from the school room or from the basement to supply the furnace.

Where storm sashes are used on the outside, they shall contain sliding panels or shall be hinged at the top, to allow of the ingress of pure air; or they may be placed on the inside and also hinged at the top. It answers equally well to have double panes of glass about one-half inch apart in the same sash. A draft-chamber or other suitable special means of ventilation shall be provided for the laboratory.

Legislative Grant

The grant on the grading of the school building and grounds shall be distributed according to the following scheme:—

	Closets	Water supply	School premises	School building	Class-rooms	Halls	Waiting-rooms	Cap-rooms	Teachers' rooms	Desks	Blackboards	Lighting	Heating	Ventilation
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
TWO TEACHERS' HIGH SCHOOLS.—Grade I	4 80	2 40	12 00	4 80	19 20	2 40	2 40	2 40	2 40	7 20	2 40	4 80	4 80	8 00
II	3 60	2 00	10 00	3 60	16 00	2 00	2 00	2 00	2 00	6 00	2 00	3 60	3 60	6 00
III	2 40	1 60	6 00	2 40	12 80	1 60	1 60	1 60	1 60	4 80	1 60	2 40	2 40	4 00
IV	1 20	80	3 00	1 20	9 60	1 20	1 20	1 20	1 20	3 60	1 20	1 20	1 20	2 00
THREE OR MORE TEACHERS' HIGH SCHOOLS.—														
Grade I	7 20	3 60	18 00	7 20	28 80	3 60	3 60	3 60	3 60	10 80	3 60	7 20	7 20	12 00
II	5 40	2 60	14 60	5 40	24 00	3 00	3 00	3 00	3 00	9 00	3 00	5 40	5 40	9 00
III	3 60	1 60	9 00	3 60	19 20	2 40	2 40	2 40	2 40	7 20	2 40	3 60	3 60	6 00
IV	1 80	80	4 60	1 80	14 40	1 80	1 80	1 80	1 80	5 40	1 80	1 80	1 80	3 00
COLLEGIATE INSTITUTES.—Grade I	9 60	4 80	24 00	9 60	38 40	4 80	4 80	4 80	4 80	14 40	4 80	9 60	9 60	16 00
II	7 20	3 20	20 00	7 20	32 00	4 00	4 00	4 00	4 00	12 00	4 00	7 20	7 20	12 00
III	4 80	1 60	12 00	4 80	25 60	3 20	3 20	3 20	3 20	9 60	3 20	4 80	4 80	8 00
IV	2 40	80	6 00	2 40	19 20	2 40	2 40	2 40	2 40	7 20	2 40	2 40	2 40	4 00

2 The Gymnasium

The Gymnasium should either be a part of the main school building or be connected therewith by a covered walk. It shall be adequately heated and ventilated. The sizes best adapted, having regard to the number of pupils, are 80 x 40, or 70 x 35. The windows in the sides of the building should be at least twelve feet from the ground; each window should be about three feet high by six feet long. They should be sufficiently numerous to furnish adequate light and easily adjustable for the purposes of ventilation. One end of the gymnasium should be a dead wall without windows; the other end should contain the doors for entrance and either one large window or several small ones. The floor should be planked and a suitable supply of mattresses provided. The trapeze and flying rings should be in the central portion, suspended from points at least sixteen feet from the ground. The side rings should be suspended from points thirteen to sixteen feet from the ground. The stationary gymnastic apparatus, and the stove, where one is used for heating and where one is sufficient, should be placed at the end of the building containing the doors and windows. A locker and racks and stands should be provided for the movable appliances when not used by the class. Private rooms should be provided where the pupils may make any desirable change in their dress; also an adequate number of baths. A running track should also be provided. Where the organization renders it necessary, separate gymnasia should be provided for the sexes. If suitably planned, the assembly room may be used in addition for Physical Culture.

Equipment Recommended

The apparatus marked * is regarded as indispensable.

*Two Horizontal Bars—one at least to be adjustable to different heights.
*Two pairs Parallel Bars—one to be adjustable.
*Travelling Rings—at least six.
*Horizontal Ladder.
*Flying Rings—two pairs.
*Incline Board.
*Jump Board.
*Balance Beam.
*Gymnasium Scale.
*Wooden Dumb Bells.
*Indian Clubs (1½).
*Rifles or Wooden Rifles.
*Medicine Ball—6 or 8 lbs.
*Mattresses—thickness, 2 inches—two, four feet by ten feet; one, four feet by four feet.
Chest-weight Machines.
Suspended Parallel Bars.
Wall Machine.
Quarter Circle.
Vaulting Buck.
Wall Horizontal Bar.
Knotted Rope.
Striking Bag.
Vaulting Standard.

Folding Hurdle.
Vaulting Poles.
Vaulting Horse.

For Girls

*Wands.
*Indian Clubs (1½).
*Wooden Dumb Bells.
*Chest-weight Machines.
*Basket Ball.
Parallel Bars.
Travelling Rings.
Horizontal Ladder.
Flying Rings.
Quarter Circle.

Legislative Grants

There shall be four grades of gymnasium for High Schools and Collegiate Institutes respectively, according to the suitability of character and extent.

For Grade I, eight per cent. of the value of the gymnasium as reported by the High School Inspector will be allowed up to the maximum value of $800 or $1,600, as the case may be; for Grade II, eight per cent. of three-fourths of such value; for Grade III, eight per cent. of half of such value; and for Grade IV, eight per cent. of one-fourth of such value; but, when suitable additional accommodation is in use for Physical Culture, the grading will be one degree higher, unless the maximum has already been reached.

September, 1911.

TO INSPECTORS, re TEACHERS

(Circular No. 30½)

Although the Normal and Model Schools and the Faculties of Education are together sending out each year more teachers than ever before in the history of the Province, the supply is still insufficient for the schools. As a result of the prosperity of the country, the salaries of the Ontario teachers are still low in comparison with the emoluments in other fields, and the higher salaries and other inducements of the Western Provinces have led to a yearly emigration of hundreds of our teachers. As you are aware, the Department has done what it can to increase the salaries. It now intends to discourage the emigration by admitting hereafter to the profession only those who agree to teach in Ontario for at least the first year of their teaching experience.

The Minister hopes that both in justice to the teachers, and as the best means of ensuing a supply for each vacancy, you will continue to supplement his efforts by inducing school boards to offer as high salaries as they can pay. There are, however, in nearly every inspectorate certain school sections whose present financial and other conditions are such that they cannot secure teachers with First or Second Class certificates. In order to assist you in supplying all

your schools with suitable teachers for the school year 1911-1912 as expeditiously as possible, I am instructed by the Minister of Education to submit for your guidance the directions hereinafter detailed. In considering these directions you will please bear in mind that the number of newly certified First and Second Class teachers available in July next will be about 1,000, and that Boards in need of teachers should be urged to make their selections as soon as the announcements are made of the results of the examinations of the Normal Schools and the Faculties of Education.

1.—(1) If a teacher with a First or Second Class certificate cannot be obtained, the Minister will, on the recommendation of the Inspector, approve of the appointment of a teacher with a Third Class certificate and, failing such Third Class, of the appointment of a teacher with a District certificate.

(2) If a teacher with one of the certificates as prescribed above cannot be obtained, the Minister will grant a temporary certificate to a person with qualifications satisfactory to the Inspector, and at least eighteen years of age, unless the Inspector certifies to the Minister that no suitable person of the required age can be obtained.

2.—(1) In cases which, in the judgment of the Inspector, may at any time require special consideration, the Minister may authorize a Board, on the Inspector's recommendation, to engage without advertisement a teacher with a certificate lower than Second Class.

(2) In all other cases, when a teacher with the qualifications as prescribed in (1) and (2) of 1 above cannot otherwise be obtained, the Board shall duly advertise the vacancy in a paper or papers with a provincial circulation.

3. In all cases, before making a recommendation, the Inspector shall satisfy himself that the Board is offering as high a salary as it may reasonably be expected to pay, and has taken due measures to obtain a teacher with the prescribed grade of certificate.

4. In the case of every vacancy, in order to prevent illegal appointments, the Inspector shall require the Board of Trustees to notify him forthwith of the name and qualifications of the teacher selected.

5. Except as provided in 2 (1) above, the Inspector may assume that, until otherwise notified, the Minister will approve of his recommendations when made in accordance with the directions of this circular; and, in dealing with each case, the Inspector may govern himself accordingly.

6. On the recommendation of the Inspector, the Minister will extend, if necessary, expired Third Class or District certificates; but, except for special reasons approved by the Minister, no limited or expired Third and no expired District certificate will be validated beyond June, 1912, and no temporary certificate will be granted beyond the current term. In dealing with the latter class of cases, it should be borne in mind that after the final examination of the Model Schools next December about 350 new teachers with Limited Third Class certificates will be available.

In this connection, the Minister desires to explain that, in order to secure suitable professional training, he has placed some of the Model Schools in localities where few teachers with Third Class certificates should be required. He intends however, that it shall be the special duty of the Inspector to take such measures as will prevent holders of District or Third Class certificates of any kind entering into competition with holders of First or Second Class certificates, who, when obtainable, are entitled to appointment to the vacant positions.

7. New forms will be prepared for the Inspector's recommendations; also a form of notice from the School Boards, prescribed in 4 above. Applications from School Boards will be no longer required, but the Inspector should himself obtain from the trustees such information as he may require to decide on any case.

The Inspector shall give the foregoing such publicity as he may think desirable, and, in particular, he shall notify by special circular School Boards concerned of the new conditions and of their duties in the premises.

May, 1911.

CIRCULAR TO TEACHERS

WHO HOLD LIMITED THIRD CLASS CERTIFICATES

(Circular No. 32)

1. Limited Third Class certificates are now issued by the Department of Education under the following conditions:

(1) To Graduates of the Model Schools that have been retained for the preparation of teachers for school sections, whose financial and other conditions may prevent them from securing teachers holding First, Second or Permanent Third Class certificates.

(2) To Normal School students who have failed to obtain Second Class certificates, but whose standing is considered sufficient to warrant the issuing of a Limited Third Class certificate.

(3) To teachers who have taken professional training at schools of equal rank to that of the present Model Schools.

(4) To teachers in the Districts who comply with the conditions specified in Circular 30.

2. These Limited Third Class certificates are valid only for such Public and Separate schools as the Minister of Education may approve, on the application of the Public or Separate School Board, through the Public or Separate School Inspector, and with the Inspector's recommendation.

3. Before applying for a school, a teacher holding this grade of certificate should first apply to the Inspector of the school concerned, to ascertain whether he would recommend the validating of a Limited Third Class certificate for that school.

4. A Board of Trustees that is unable to secure a teacher with a First, Second or Permanent Third Class certificate may apply to the Inspector, on a form to be obtained from him, for permission to employ a teacher with a Limited Third Class certificate. The Inspector, if he approve, shall make application to the Minister of Education, giving his reasons therefor, and transmitting along with it the teacher's certificate, which the Minister may make valid for the school section as requested.

5. No teacher holding a Limited Third Class certificate shall sign an agreement with any Board of Trustees until his certificate has been made valid for its school by the Minister of Education. Should the teacher wish to engage in another school during the period for which his certificate remains valid, the endorsation of the certificate by the Minister of Education approving of the new engagement must first be obtained through the request of the Board of Trustees and the application of the Inspector in the manner aforesaid.

November, 1911.

PROFESSIONAL CERTIFICATES

High and Continuation School, First Class Public School, and Public School Inspectors

(Circular No. 16)

The Ontario Department of Education accepts the professional courses and examinations of the Faculties of Education in the University of Toronto and Queen's University, Kingston,* in accordance with the regulations hereinafter detailed:

COURSES OF STUDY

1.—(1) The General Course and the First Advanced Course, for an Interim First Class Public School and an Interim High School Assistant's Certificate.

(2) The Second Advanced Course, for an Interim High School Assistant's Certificate.

(3) The Special Courses for Specialists, for Interim Specialists' Certificates.

(4) The Special Course for Public School Inspectors, for a Public School Inspector's Certificate.

Terms of Admission

2. A candidate for admission to a Faculty of Education shall submit the following to the Dean thereof:

(1) A certificate from a competent authority that he will be at least 19 years of age before the first of October.

(2) A certificate from a clergyman or other competent authority that he is of good moral character.

(3) A certificate in detail from a physician that he is physically fit for the work of a teacher and especially that he is free from serious pulmonary affection and from serious defects in eyesight and hearing.

(4) One of the following:

(*a*) His certificate of Graduation in Arts from the Registrar of any University in the British Dominions.

(*b*) His Senior Teacher's certificate.

(*c*) His certificate or certificates for Entrance into the Faculties of Education.

General Course

3. The General Course trains for certificates as teachers in Public, Continuation, and High Schools, and consists of three parts, as follows:

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*For the details of the subjects, courses, and examinations, see the Calendars of the University of Toronto and Queen's University, Kingston; for these, application should be made to the Universities.

The Session of the Faculty opens on October 1st, when all candidates must be present.

Part I.

(1) The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and special Methods in the subjects of the Public School Course not included in Part II below, and the following subjects of the High School Course:

English, History and Geography, Mathematics, Latin, and one of the following groups:—

(*a*) Biology, Physics, Chemistry, and Mineralogy;
(*b*) French and German;
(*c*) Greek and French;
(*d*) Greek and German.

(2) A review from the academic standpoint of the subjects of the High and the Public School Courses.

Part II.

A course of instruction, both academic and professional, in the Nature Study, Music, Constructive Work and Manual Training (for men), and Household Science (for women) of the Public School Course, and the Reading, Elementary Science, Art, Commercial Work (including Writing), and Physical Training (including Hygiene) of both the High and the Public School Courses.

Part III.

Observation and Practice Teaching in the Public and the High Schools or their equivalent, with Observation in ungraded rural schools.

First Advanced Course

4. The First Advanced Course trains for certificates as teachers in Public, Continuation, and High Schools, and consists of three parts, as follows:

Part I.

(1) The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and special Methods in the subjects of the Public School Course not included in Part II below, and in the following subjects of the High School Course:

English, History and Geography, Mathematics, Latin, and one of the following groups:—

(*a*) Biology, Physics, Chemistry, and Mineralogy;
(*b*) French and German;
(*c*) Greek and French;
(*d*) Greek and German.

The instruction in the History of Education and Educational Systems, the Principles of Education, and Psychology and General Method in this sub-section will be of a more advanced character than that given in the General Course, and will assume a knowledge of elementary Psychology and Ethics.

(2) A review from the academic standpoint of the subjects of the High and Public School Courses.

Part II.

A course of instruction, both academic and professional, in the Nature Study, Music, Constructive Work, with Manual Training (for men) and Household Science (for women) of the Public School Course, and the Reading, Elementary Science, Art, Commercial Work (including Writing), and Physical Training (including Hygiene) of both the High and the Public School Courses.

Part III.

Observation and Practice Teaching as defined in Part III of the General Course.

Second Advanced Course

5. The Second Advanced Course trains for certificates as teachers in Continuation and High Schools only, and consists of three parts as follows:

Part I.

(1) The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and Special Methods in the following subjects of the High School Course:

English, History and Geography, Mathematics, Latin, and one of the following groups:—

(*a*) Biology, Physics, Chemistry, and Mineralogy;
(*b*) French and German;
(*c*) Greek and French;
(*d*) Greek and German.

The instruction in the History of Education and Educational systems, the Principles of Education, and the Psychology and General Method in this subsection will be of a more advanced character than that given in the General Course and will assume a knowledge of elementary Psychology and Ethics.

(2) A review from the academic standpoint of the subjects of the High School Course.

Part II.

(1) A course of instruction, both academic and professional, in the Reading, Elementary Science, Art, Commercial Work (including Writing), and Physical Training (including Hygiene) of the High School Course.

(2) At least two seminar, or advanced, courses in the History of Education, the Principles of Education, and Methods in Classics, Mathematics, English and History, Science, and French and German.

Part III.

Observation and Practice Teaching in the High Schools or their equivalent.

Special Courses

6. The Special Courses include:—

(1) Courses in both the General and the Advanced Courses for candidates for Specialists' certificates under the Regulations of the Ontario Department of Education.

(2) (*a*) A course for candidates for certificates as Inspectors of Public Schools under the Regulations of the Ontario Department of Education.

(*b*) For a Public School Inspector's certificate there will be an examination in May, open to those who have fulfilled the conditions prescribed by the Ontario Department of Education for Public School Inspectors' Certificates. The subjects of the examination will be as follows:—

Modern Systems and Tendencies in Education; History of Public Education in Ontario; School Administration and Law; School Inspection and Supervision, including the Supervision of Instruction in all subjects of the Public School Course.

GENERAL REGULATIONS

7. Students who are graduates in Arts before the beginning of the session, may take the General Course or one of the advanced Courses. All other regular students shall take the General Course.

8.—(1) Regular attendance throughout the session (Oct. 1st to May 31st) is indispensable, except for such students as are exempt from attendance under the Regulations of the Ontario Department of Education, and for such other students as may be permitted by the Dean to act, for not more than a total of one month, as substitute teachers* in the schools controlled by the Ontario Department of Education.

(2) A return of the attendance shall be made to the Minister of Education at the close of the session.

9. All students exempt from attendance who are duly registered in the Faculty may, on application to the Dean, receive from the members of the Faculty such guidance in their courses as may reasonably be expected by students not in attendance.

10. Candidates for Specialists' certificates under the Regulations of the Department of Education shall have their academic standing therefor approved by said Department before entering upon their special courses.

11. Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of optional groups in Part I of any of the courses, as will suit the condition of candidates who obtained their academic standing in courses which did not include all the subjects of any one of said optional groups.

12. No one will be granted a teacher's certificate by the Department of Education, who does not agree to teach thereon in the Province of Ontario for at least the first year of his subsequent teaching experience. A violation of this agreement will lead to the cancelling of the teacher's certificate.

13.—(1) The annual fee for the General or an Advanced Course (with or without the course for Specialists), which shall include the library, gymnasium, and examination fees, shall be $15.

(2) The fee for the examination in the General or an Advanced Course when the examination is not taken during the regular session or when it is taken by students not in attendance shall be $15, or $10 for each of Parts I and II if taken in parts.

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*Such teachers cannot be legally engaged for a longer period than two weeks without the consent of the Ontario Department of Education.

(3) The fee for the Specialist's examination when not taken with the regular course shall be $5 for each examination paper. The fee for the Inspectors' examination shall be $15.

(4) The above fees are payable to the University concerned.

CERTIFICATES ON EXAMINATION RESULTS

Standards

14.—(1) The standing of the students in attendance in the General, an Advanced, or a Special Course, shall be determined by the combined results of the term work and the examinations. The term work shall consist of such exercises and tests as the Faculty may prescribe, and the maximum marks therefor in any subject shall be 40 per cent. of the aggregate of the marks for that subject.

(2) The standing of candidates who are not in attendance shall be determined by the results of the final examination.

General

15. Certificates of qualification may be awarded by the Ontario Department of Education on the results of the examinations of the Faculties of Education, as follows:

(1) Interim High School Assistants' and Interim First Class Public School Certificates, one or both, as the case may be:—

(*a*) To students who have attended regularly, and who have obtained, in each of Parts I, II, and III of their courses, 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks.

(*b*) To students who are exempt from attendance and from the examination in Part III, and who have obtained in each of Parts I and II of their course 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks.

(2) Interim Second Class Public School Certificates, valid for two years to students in the General or the First Advanced Course, who have attended regularly, and who have obtained 60 per cent. in Part III, 35 per cent. in each subject of Parts I and II, and 55 per cent. of the aggregate of marks in each Part.

(3) Interim Specialists' Certificates:—

(a) To candidates in attendance who have fulfilled the condition of one of the regular courses and who have obtained 60 per cent. of the marks assigned to the Special Course or Courses of their department.

(*b*) To candidates who are exempt from attendance and who have obtained 60 per cent. of the marks assigned to the paper or papers in their departments.

(4) Public School Inspectors' Certificates:—

To candidates who have obtained 40 per cent. of the marks in each paper and 60 per cent. of the aggregate of marks.

Special Cases of Candidates Exempt from Attendance

16.—(1) Teachers who have been granted only Interim High School Assistants' certificates may, without further attendance, obtain Interim First Class

PUBLIC SCHOOL CERTIFICATES, by passing at one examination, and with the prescribed percentages, in the special Public School subjects of the General Course, and by satisfying the Faculty by a practical test, of their ability to teach Public School classes.

(2) Teachers who hold First Class Public School or High School Assistants' certificates, interim or permanent, may without further attendance, obtain INTERIM SPECIALISTS' CERTIFICATES, provided they hold the necessary academic certificate and pass the professional examinations for such standing in the special courses prescribed herein for such certificates.

(3) Teachers who hold permanent Second Class certificates, with the academic standing prescribed for admission into the Faculties of Education, and who present certificates of at least five years' successful experience from the Public or Separate School Inspectors under whom they have taught during that period, may write at the examinations in the General or the First Advanced Course; taking Parts I and II together or separately, but without taking the prescribed session or being required to pass in Part III. The experience shall have been in Canada, at least half thereof having been in Ontario. Such candidates will be granted permanent First Class Public School certificates, and Interim High School Assistants' certificates also, on satisfying the Faculty, by a practical test, of their ability to teach High School classes.

(4) Unsuccessful candidates who have attended regularly a session in any course, and who, of the aggregate of the marks for the term's work and final examinations, have obtained at least 60 per cent. in Part III, 35 per cent. in each subject of Parts I and II, and 55 per cent. in each Part, may write at the examination for INTERIM FIRST CLASS PUBLIC SCHOOL or HIGH SCHOOL ASSISTANTS' CERTIFICATES, without taking the session over again or being required to take again the Part or Parts in which they have already passed.

VALUE OF INTERIM CERTIFICATE

17.—(1) An Interim Second Class Public School certificate, granted under 15 (2) above, shall entitle the holder to teach in a Public School.

(2) An Interim First Class Public School certificate shall entitle the holder to teach as Principal or Assistant in a Public School, or as Assistant in a Continuation School.

(3) An Interim High School Assistant's certificate, which shall not issue until the candidate is 21 years of age, shall entitle the holder to teach, as Assistant in a High or Continuation School.

(4) Interim High School and Interim First Class Public School certificates may be extended from year to year by the Minister of Education on the report of the Public, Separate, Continuation, or High School Inspector under whom the holder of the certificate has last taught.

CERTIFICATE ON EXPERIENCE

18.—(1) After at least two years' successful experience as a teacher in a Public or a Separate School, the holder of an Interim First or Second Class Public School Teacher's certificate shall, on the report of the last visiting Inspector, be entitled to a Permanent certificate as a First or Second Class Public School teacher, provided he is then 21 years of age.

(2) After at least two years' successful experience as a teacher in a High or Continuation School, subsequent to the date on the face of the certificate, the

holder of an Interim High School Assistant's certificate, ordinary or Specialist, shall, on the report of the last visiting Inspector, be entitled to a Permanent certificate of the same grade. In the case of a Specialist, he shall also satisfy the Inspector of his competency to teach the Upper School subjects of his department.

(3) A graduate in Arts of any University in the British Dominions, who holds a High School Assistant's certificate, and who, as shown by the report of the last visiting High School Inspector, has taught successfully at least three years (two of which were spent in a High School or in a Continuation School with at least two teachers) shall be entitled to a certificate as Principal of a High School or Collegiate Institute or of a Continuation School with at least two teachers.

April, 1911.

THE DISTRICTS OF ONTARIO

(Circular No. 39)

North Bay Normal School

I. (1) The next session of the North Bay Normal School for the preparation of Second and Third Class teachers will begin next September.

For the Syllabus containing information as to the date of admission and the Regulations and Courses of Study, candidates should apply without delay to the Deputy Minister.

(2) For admission to the North Bay Normal School an applicant must be at least eighteen years of age before the close of the session.

(3) The Department of Education will pay, in the case of the Normal School, $4.00 per week; and, in the case of the Model School, $1.50 per week, of the cost of the board and lodging of teachers-in-training at the North Bay Normal and Model Schools, whose ordinary place of abode is outside of a radius of three miles from North Bay. It will also pay the railway fare of all such going to the School from their homes in September and returning therefrom at the close of the session. The foregoing provisions apply to all who are residents of either the Districts or the Counties of Ontario.

(4) The Second and Third Class certificates granted at North Bay are of the same character as those granted at the other Normal and Model Schools, except in the case of a teacher-in-training who receives the financial aid provided for above. Such a teacher-in-training will be granted a certificate valid only in a District or a provisional County until he has taught for three years therein, or until he has reimbursed the Department of Education at the rate of one-third of the total financial aid for each unexpired year.

District Summer Schools

II. (1) Summer Schools beginning on July 4th and ending on August 4th, will be held at the following centres in the districts:

Sault Ste. Marie, Port Arthur, Gore Bay, and Bracebridge.

(2) Application for admission to one of the District Summer Schools should be made without delay to the Inspector in whose inspectorate the teacher now teaches or last taught or in whose inspectorate the Summer School is situated.

(3) All Applicants for admission to a Summer School must be at least seventeen years of age on or before September 1st.

(4) Applicants must come to the Summer School provided with copies of the authorized Public School text books.

(5) The Department of Education will pay $1.50 a week of the cost of board and lodging of all students who shall have been in attendance throughout the whole course at a District Summer School, whose ordinary place of residence is outside of a radius of three miles from the School, who pass the final examination, and who undertake to teach in a District or a provisional County for at least the academic year, beginning September 1, 1911, and ending June 29, 1912. It will also refund to those teachers who shall have taught before July, 1911, in the schools in a District or a provisional County, the cost to them of one single Railway or Boat fare to the Summer School from the Railway Station or Wharf nearest their last school.

Teachers' Certificates for the Districts

III. Limited Third Class certificates, valid only in a District or a provisional County, will be issued to teachers as follows:

(1) For two years from August 1st, 1911, to holders of expired Third Class and District certificates who attend one of the District Summer Schools in 1911, and pass the final examination thereof;

(2) For five years from completion of qualifications, to holders of expired Third Class and District certificates who pass in 1911 or 1912—

(*a*) The academic examination for Entrance into the Model Schools and

(*b*) The Model School final examination;

(3) For five years from completion of qualifications, to teachers in the District who

(*a*) Have taught successfully for two years,

(*b*) Have passed in 1908, or subsequently, the academic examination for Entrance into the Model Schools, and

(*c*) Have attended two sessions of the District Summer Schools and passed the final examinations thereof.

IV. On the recommendation of the Inspector concerned the Minister of Education will grant Temporary certificates as follows:

(1) Until July, 1912, to those who hold Non-professional District certificates or have passed prior to 1911, the Entrance examination into the Model Schools, who attend a Summer School in 1911, and who pass the final examination thereof;

(2) Until July, 1913, to those who hold Junior Teacher's certificates or have passed prior to 1911, the Entrance examination into the Normal Schools, who attend a Summer School in 1911, and who pass the final examination thereof;

(3) Until at furthest, July, 1912, to holders of Temporary certificates other than those provided for in (1) and (2) above, if the holders thereof attend one of the District Summer Schools, in 1911, and pass the final examination thereof.

The holder of such a renewal Temporary certificate shall have the first claim for vacant positions of legally qualified teachers [including those provided for in sections III (1), (2) and (3), and IV (1) and (2) above] are not available.

V. With the approval of the Inspector, trustees may re-engage without advertisement their present teachers who undertake to attend a District Summer School as provided in III and IV above. In each case, however, application

for the validation of a Limited Third Class certificate or the issue of a Temporary certificate must be made to the Minister by the Inspector on the (new) official forms 93A and 93 respectively.

May, 1911.

STURGEON FALLS ENGLISH-FRENCH MODEL SCHOOL

for the

Training of the Teachers of District English-French Schools

L. E. O. Payment, M.A., LL.M., Principal

(Circular No. 31)

1. (1) The next session of the English-French Model School for the training of teachers for English-French schools in the District will open on the 5th of September, 1911, and close on June 21st, 1912.

(2) There shall be two vacations, as follows:

At Christmas, beginning on December 16th, 1911, and ending on January 3rd, 1912; and

At Easter, beginning on the Thursday before Good Friday and ending on the Monday following Easter Monday.

2. The school will be under the principalship of L. E. O. Payment, M.A., LL.M., and will be conducted in connection with the Roman Catholic Separate School of Sturgeon Falls, which will be used as a practice school for the teachers in training.

Conditions of Admission

3. No one will be admitted who does not agree, if successful in obtaining a certificate to teach thereon in the English-French schools of the Province of Ontario for at least the first year of his subsequent teaching experience. The violation of this agreement will lead to the cancelling of the teacher's certificate.

4. Application for admission should be made to the Deputy Minister of Education not later than August 15th on a form to be supplied by him.

5. Each candidate for admission shall submit with his application to the Deputy Minister, on official forms supplied by him, the following certificates:

(1) A certificate of good moral character, from a clergyman or other competent authority;

(2) A certificate from a physician of physical ability for the work of a teacher, and especially of freedom from pulmonary affections and from seriously defective eyesight and hearing;

(3) For admission to the course of the First Year, a certificate that the candidate will be fifteen years of age on or before September 5th, 1911, and, for admission to the course of the Second Year, a certificate that the candidate will be sixteen years of age on or before September 5th, 1911.

(4) For admission to the course of the First Year, a certificate of having passed the Entrance examination into the High Schools or an equivalent or a higher examination;

(5) For admission to the course of the Second Year, a certificate of having passed the Entrance examination into the Model Schools or an equivalent or a higher examination.

6. (1) Each candidate shall pass at the school a written and oral test examination in French before admission to either year of the course unless the candidate has already passed successfully in the French Grammar and French Composition of the examination for entrance into the Model Schools.

(2) Each candidate presenting a Quebec certificate under Section 5 (4) and (5) above shall pass at the school a written and oral test examination in English before admission to either year of the course.

Courses of Study

7. The Course of Study will be a two years' one: the first year, Academic; and the second year, Academic and Professional.

Board and Travelling Expenses of Teachers-in-Training

8. The Department of Education will pay $1.50 a week of the cost of board and lodging of all residents of Ontario who are in attendance and whose ordinary place of abode is outside of a radius of three miles of Sturgeon Falls. It will also pay the railway fare of all such going from their home to the school in September and returning from the school at the close of the session. The foregoing moneys shall be paid as follows:—Part in the month of February for attendance till January 31st and railway fare to the school, and the balance in July for attendance during balance of the year and return railway fare.

Certificates

9. (1) Candidates who pass the final examination of the second year will be granted Third Class certificates valid for five years in English-French Schools.

(2) The Certificates granted at this school are of the same character as those granted at the other English-French Model School except in the case of a teacher-in-training who receives the financial aid provided for above. Such a teacher-in-training will be granted a certificate valid only in the Districts until he has taught for three years therein, or until he has reimbursed the Department of Education at the rate of one-third of the total financial aid for each unexpired year of the above-mentioned three-year period, after which, in either case, the certificates will be valid in the English-French schools throughout the Province for the remainder of the five years from the date of issue thereof, said validity to be attested by the Minister of Education.

May, 1911.

OTTAWA ENGLISH-FRENCH MODEL SCHOOL

for the

Training of the Teachers of English-French Schools

(Circular No. 31A)

1. (1) The next session of the English-French Model School for the training of teachers for English-French Schools will open on September 5th, 1911, and close on June 21st, 1912.

(2) There shall be two vacations, as follows:

At Christmas, beginning on December 16th, 1911, and ending on January 2nd, 1912; and

At Easter, beginning on the Thursday before Good Friday and ending on the Monday following Easter Monday.

2. The school will be conducted in connection with one of the Roman Catholic Separate Schools of Ottawa, which will be used as a practice school for the teachers in training.

Conditions of Admission

3. No one will be admitted who does not agree, if successful in obtaining a certificate, to teach thereon in the English-French schools of the Province of Ontario for at least the first year of his subsequent teaching experience. The violation of this agreement will lead to the cancelling of the teacher's certificate.

4. Application for admission should be made to the Deputy Minister of Education not later than August 15th on a form to be supplied by him.

5. Each candidate for admission shall submit with his application to the Deputy Minister, on official forms supplied by him, the following certificates:

(1) A certificate of good moral character, from a clergyman or other competent authority;

(2) A certificate from a physician of physical ability for the work of a teacher, and especially of freedom from pulmonary affections and from seriously defective eyesight and hearing;

(3) A certificate that the candidate will be sixteen years of age on or before September 5th, 1911;

(4) A certificate of having passed the Entrance examination into the Model Schools or an equivalent or a higher examination.

6. (1) Each candidate shall pass at the school a written and oral test examination in French before admission to the course unless the candidate has already passed successfully in the French Grammar and French Composition of the examination for entrance into the Model Schools.

(2) Each candidate presenting a Quebec certificate under Section 5, (4), above, shall pass at the school a written and oral test examination in English before admission to the course.

Courses of Study

7. The courses of study will be both Academic and Professional and will cover a period of ten months.

Board and Travelling Expenses of Teachers-in-Training

8. The Department of Education will pay $1.50 a week of the cost of board and lodging of all who are in attendance and whose ordinary place of abode is outside of a radius of three miles of Ottawa. It will also pay the railway fare of all such going from their home to the school in September and returning from the school at the close of the session. The foregoing moneys shall be paid as follows:—Part in the month of February for attendance till January 31st and railway fare to the school, and the balance in July for attendance during balance of the year and return railway fare.

Certificates

9. Candidates who pass the final examination will be granted Third Class certificates valid for five years in English-French schools.

May, 1911.

ENGLISH-FRENCH SCHOOLS

Certificates for the Year 1911-1912

(Circular No. 1B)

I.—If legally qualified English-French teachers are not obtainable for vacancies in English-French schools, the following shall be the provisions in such cases for the year 1911-1912:

(1) On the recommendation of the Inspector concerned the Minister of Education may renew until, at furthest, July, 1912, the expired and renewed English-French Third Class and District certificates; but, as a condition of such recommendation, the Inspector may require the holder of such expired or renewed certificate to attend an English-French Summer School.

(2) After those mentioned above have secured positions, experienced teachers who are holders of temporary certificates that expire in 1911, or of Quebec certificates satisfactory to an Inspector of English-French schools, may be engaged on either of the following conditions:

(*a*) If they have already attended an English-French Summer School and taught successfully for at least one term, provided always that as a condition of such engagements, the Inspector may require such teachers to attend a second session of an English-French Summer School; or

(*b*) If they attend next July an English-French Summer School and pass the final examination thereof.

(3) Holders of Third Class and District certificates (including renewals and extensions) who pass in 1911 or in 1912 (*a*) the English-French Model School final examination, and (*b*) the academic examination for admission to the English-French Model Schools or are now holders of a non-professional District certificate or its equivalent, may, on the recommendation of the Inspector under whom they last taught, be granted Third Class certificates, valid in English-French schools for five years from date of issue.

(4) Teachers in English-French schools who, as attested by an Inspector have taught successfully therein for two years, who have passed the academic examination for Entrance into the English-French Model Schools and who

have attended two sessions of the English-French Summer Schools, and passed the final examinations thereof, may be granted Third Class certificates valid in English-French schools for five years from date of issue.

Summer Schools

II.—For the above purposes, English-French Summer Schools will be held at Ottawa and Sturgeon Falls, beginning on July 4th, at 2 p.m., and ending on August 4th, 1911.

III.—The Department of Education will pay $1.50 a week of the cost of board and lodging of all lay teachers, residents of Ontario, who agree, if successful, to teach in the English-French schools in Ontario, who attend throughout the course at either of the above Summer Schools, and whose ordinary place of residence is outside of a radius of three miles from the school. It will also refund to those teachers who shall have taught before July, 1911, in the English-French schools of the Province the cost to them of one single Railway or Boat fare to Ottawa or Sturgeon Falls from the Railway Station or Wharf nearest their last school.

IV.—Course of Study and Examination:—

1. The Course shall be that prescribed by the Department of Education for the English-French Summer Schools.
2. The daily session shall be one of four hours and a half, exclusive of recesses. Saturday shall be a half-holiday.
3. At the first session an examination shall be conducted to test the teacher's knowledge of both English and French. Only those having a competent knowledge of both languages will be admitted.
4. Teachers are requested to bring with them the text-books which they have been using in the schools.

V.—Application for admission to one of the Summer Schools shall be made without delay to the Inspector under whom the teacher last taught.

May, 1911.

EXAMINATIONS, 1912

(Circular No. 58)

I. The Junior High School Entrance Examination

Selections for Memorization

Ontario Reader, Book IV

The Children's Song, p. 1; The Burial of Moses, p. 80; Ye Mariners of England, p. 154; Oft, in the Stilly Night, p. 173; June, p. 206; My Native Land, p. 227; A Solitary Reaper, p. 261; Dost Thou Look Back on What Hath Been, p. 289; England, My England, p. 363; The Daffodils, p. 382; The Private of the Buffs, p. 389.

Roman Catholic Reader, Book IV

The Daffodils, p. 20; The Barefoot Boy, p. 24; The Deserted Village, p. 30; Step by Step, p. 88; The Heritage, p. 150; Ye Mariners of England, p. 161; The Water-Fowl, p. 174; The Reaper, p. 183; Solitude, p. 206.

LIST OF BOOKS

From which at least four are to be selected for supplementary reading.

Brown: Rab and His Friends, and Our Dogs.
Burroughs: Birds and Bees. Sharp Eyes.
Carroll: Alice in Wonderland. Through the Looking Glass.
Church: The Story of the Iliad. The Story of the Odyssey.
Cooper: The Last of the Mohicans.
Defoe: Robinson Crusoe.
De la Ramè: A Dog of Flanders.
Dickens: The Christmas Carol. The Cricket on the Hearth. The Chimes.
Eliot, George: Silas Marner. The Mill on the Floss.
Fitchett: Great Deeds on Land and Sea.
Goldsmith: The Vicar of Wakefield. The Traveller. The Deserted Village.
Hawthorne: The Wonder Book. The Tanglewood Tales, etc.
Hughes: Tom Brown's School Days.
Irving: Rip Van Winkle. Sleepy Hollow and Other Tales.
Keary: Heroes of Asgard (Scandinavian Myths).
Kingsley: The Heroes. The Water-Babies. Hereward the Wake.
Lamb: Tales from Shakespeare. Adventures of Ulysses.
Longfellow: Evangeline. Hiawatha. Shorter Poems.
Ruskin: The King of the Golden River.
Scott: The Lady of the Lake. The Lay of the Last Minstrel. Ivanhoe. The Talisman.
Shakespeare: The Merchant of Venice. Julius Caesar.
Stevenson: Treasure Island and Kidnapped, 378 pp.
Swift: Gulliver's Travels to Lilliput, to Brobdignag.
Wetherell: Poems of the Love of Country.

NOTE: (*a*) The Course of Study for Form IV of the Public Schools contains the following requirement in Literature: "At least four other suitable books in prose and poetry selected for each grade from a list prescribed by the Minister."

(*b*) Sub-section 2 of Section 2 of the Regulations governing the Junior High School Entrance Examination prescribes as follows: "The Literature of Group I shall embrace the careful reading during the previous year of at least four suitable works in English Literature (at least two of which shall have been read in class) selected by the Principal for each pupil from a list prescribed by the Minister. Note.—The works in English Literature shall be provided in the school library or bought by the pupils as the Board of Trustees may direct."

(*c*) Where the Inspector has already prepared a list of suitable works in English Literature for the year 1911-1912, it may be used for that year instead of the list prescribed by the Minister.

(*d*) The total number of pages in the four books selected should be six hundred, as nearly as practicable.

EDITIONS

National Library.—Cassell & Co., Toronto
(Cloth, 6¼ in. x 4¼ in., 15 cents)
Dickens: The Cricket on the Hearth, 192 pp. A Christmas Carol and the Chimes, 192 pp.

Eliot, George: Silas Marner, 192 pp.
Goldsmith: The Vicar of Wakefield, 192 pp.
Scott: The Lady of the Lake, 191 pp. The Lay of the Last Minstrel, 192 pp.
Shakespeare: The Merchant of Venice, 192 pp. Julius Caesar, 192 pp.

People's Library.—Cassell & Co., Toronto
(Cloth, 7⅜ in. x 4⅝ in., 25 cents)
Cooper: The Last of the Mohicans, 382 pp.
Defoe: Robinson Crusoe, 486 pp.
Goldsmith: The Vicar of Wakefield and Poems, 289 pp.
Hughes: Tom Brown's School Days, 302 pp.
Kingsley: Hereward the Wake, 465 pp.
Lamb: Tales from Shakespeare, 318 pp.
Scott: Ivanhoe, 491 pp. The Talisman, 360 pp.
Stevenson: Treasure Island and Kidnapped, 378 pp.

Morang's Literature Series.—Morang Educational Co., Ltd., Toronto
(Limp Cloth, 6⅞ in. x 4⅝ in., 15 cents)
Dickens: A Christmas Carol, 119 pp.
Dickens: The Cricket on the Hearth, 124 pp.
Hawthorne: The Wonder Book, 138 pp.
Hawthorne: Tanglewood Tales (complete), 202 pp.
Irving: Rip Van Winkle and other Essays, 115 pp.
Kingsley: The Heroes (complete), 155 pp.
Lamb: Seven Tales from Shakespeare, 123 pp.
Ruskin: King of the Golden River (paper), 64 pp., 10 cents.
Longfellow: Evangeline, 104 pp.
Scott: The Lady of the Lake, 123 pp.
Scott: The Lay of the Last Minstrel, 123 pp.
Shakespeare: Julius Caesar, 78 pp.
Shakespeare: Merchant of Venice, 81 pp.
Wetherell: Poems of the Love of Country, 144 pp.

Eclectic English Classics.—Morang Educational Co., Ltd., Toronto
(Cloth 6⅝ in. x 4⅝ in., 20 cents)
Defoe: Robinson Crusoe, 256 pp.
Goldsmith: Vicar of Wakefield, 224 pp.
Eliot: Silas Marner, 220 pp.
Scott: Lady of the Lake, 199 pp.
Shakespeare: Julius Caesar, 125 pp.
Shakespeare: Merchant of Venice, 112 pp.

Riverside Literature Series.—The Copp Clark Company, Ltd., Toronto
(Stiff Paper, 6⅞ in. x 4½ in., 15 cents)
Brown: Rab and His Friends and Our Dogs, (Copp Clark), 64 pp.
Burroughs: Birds and Bees, 88 pp. Sharp Eyes, etc., 96 pp.
Dickens: A Christmas Carol, 118 pp. The Cricket on the Hearth, 112 pp.
Goldsmith: The Traveller, The Deserted Village, and other Poems, 96 pp.
Hawthorne: Tanglewood Tales, Part I, 112 pp., Part II, 122 pp.
Hawthorne: Little Daffydowndilly and other stories, 89 pp.

Hawthorne: Tales of the White Hills and Sketches, 96 pp.
Irving: Rip Van Winkle and other Essays, 100 pp.
Lamb: Tales from Shakespeare, Part I 98 pp., Part II 96 pp., Part III 112 pp.
Longfellow: Evangeline, 100 pp.
Ruskin: The King of the Golden River and other Wonder Stories, 98 pp.
Shakespeare: The Merchant of Venice, 116 pp., Julius Caesar, 103 pp.

Blackie's English Texts (*Rouse*).—The Copp Clark Company, Ltd.
(Limp Cloth, 6½ in. x 4¼ in., 15 cents)
Defoe: Robinson Crusoe (abridged), 127 pp.
Dickens: The Christmas Carol 112 pp. The Cricket on the Hearth, — pp. The Chimes, — pp.
Hawthorne: The Tanglewood Tales, 120 pp.
Irving: Rip Van Winkle and Other Sketches, 128 pp.
Kingsley: The Water-Babies, 128 pp. The Heroes, 132 pp.
Lamb: The Adventures of Ulysses, 112 pp.
Swift: Gulliver's Travels to Lilliput and Brobdignag, 125 pp.

Nelson's Short Studies in English Literature.
(Cloth, 4½ in. x 6⅞ in., 15 cents)
Irving: Sleepy Hollow and Other Tales, 100 pp.
Lamb: Tales from Shakespeare—The Tragedies, 100 pp.
Lamb: Tales from Shakespeare—The Comedies, 96 pp.
Longfellow: Evangeline, 94 pp. Shorter Poems, 100 pp.
Shakespeare: The Merchant of Venice, 97 pp.

Nelson's Sixpenny Classics.
(Cloth, 6⅜ in. x 4¼ in., complete, 15 cents)
Cooper: The Last of the Mohicans.
Defoe: Robinson Crusoe.
Eliot: Silas Marner. The Mill on the Floss.
Goldsmith: The Vicar of Wakefield.
Hughes: Tom Brown's School Days.
Lamb: Tales from Shakespeare.
Scott: Ivanhoe. The Talisman.

Macmillan's Pocket Classics.—The Macmillan Co. of Canada, Ltd., Toronto
(Cloth, 5¾ in. x 4¼ in., 25 cents)
Carroll: Alice in Wonderland, 175 pp.
Church: The Story of the Iliad, 221 pp. The Story of the Odyssey, 232 pp.
Cooper: The Last of the Mohicans, 451 pp.
Defoe: Robinson Crusoe (abridged), 219 pp.
Dickens: The Christmas Carol and The Cricket on the Hearth, 197 pp.
Eliot, George: Silas Marner, 204 pp.
Goldsmith: The Vicar of Wakefield, 203 pp.
Hawthorne: The Tanglewood Tales, 208 pp.
Keary: The Heroes of Asgard (Scandinavian Myths), 221 pp.
Kingsley: The Heroes, 251 pp.
Longfellow: The Courtship of Miles Standish and Minor Poems, 208 pp.
Scott: Ivanhoe, 480 pp. The Talisman, 325 pp. Lay of the Last Minstrel, 158 pp.
Stevenson: Treasure Island, 229 pp. Kidnapped, 245 pp.

Shakespeare: The Merchant of Venice, 233 pp. Julius Caesar, 243 pp.
Fitchett: Great Deeds on Land and Sea, 96 pp.
Carroll: Through the Looking Glass (Miniature Edition), 229 pp., 25 cents.
Kingsley: The Water-Babies (Shilling Classics), 330 pp., 25 cents. Hereward the Wake (Shilling Classics), 373 pp., 25 cents.

Everyman's Library.
(Cloth, 7 in. x 4½ in., 25 cents)
Defoe: Robinson Crusoe, 453 pp.
Eliot, George: Silas Marner, 262 pp. The Mill on the Floss, 492 pp.
Goldsmith: The Vicar of Wakefield, 222 pp.
Hawthorne: A Wonder Book and Tanglewood Tales, 404 pp.
Hughes: Tom Brown's School Days, 336 pp.
Kingsley: The Water-Babies and Glaucus, 310 pp.
Lamb: Tales from Shakespeare (complete), 327 pp.
Scott: Ivanhoe, 518 pp.

Classic Library.—McClelland & Goodchild, Toronto
(Stiff Paper, 6¼ in. x 4⅜ in., 15 cents)
Defoe: Robinson Crusoe, 192 pp.
Dickens: A Christmas Carol, 155 pp. The Cricket on the Hearth, 128 pp.
Eliot, George: Silas Marner, 267 pp.
Goldsmith: The Vicar of Wakefield, 247 pp.
Lamb: Tales from Shakespeare, Vol. I., 223 pp. Vol. II., 233 pp.
Longfellow: Evangeline, 126 pp.
Scott: The Lady of the Lake, 204 pp. The Lay of the Last Minstrel, 155 pp.
Shakespeare: The Merchant of Venice, 154 pp. Julius Caesar, 112 pp.
Swift: Gulliver's Travels to Lilliput, 108 pp. Gulliver's Travels to Brobdignag, 108 pp.

Little Classic Series.—McClelland & Goodchild, Toronto
(Stiff Paper, 6¾ in. x 4¾ in.)
De La Ramé: A Dog of Flanders, 63 pp., 12 cents.
Dickens: A Christmas Carol, 101 pp., 10 cents.
Irving: Selections, 162 pp., 12 cents.
Longfellow: Hiawatha, 194 pp., 10 cents.
Shakespeare: Julius Caesar, 109 pp., 10 cents.
Shakespeare: The Merchant of Venice, 105 pp., 10 cents.
Scott: The Lay of the Last Minstrel, 165 pp., 12 cents.

II. Examination for Junior and Senior Public School Diplomas, the Senior High School Entrance, and Entrance into the Model Schools

Selections for Memorization

The High School Reader (New Edition)

The Day is Done, p. 63; On His Blindness, p. 80; Evening Wind, p. 93; The Return of the Swallows, p. 111; The Eternal Goodness, p. 118; The Outlaw, p. 154; Rosabelle, p. 166; Sir Galahad, p. 182; The Revenge, p. 234.

NOTE.—The examination in English Literature will be based on sight passages as in the case of the Junior High School Entrance examination.

September, 1911.

EXAMINATIONS, 1912

(Circular No. 58½)

Junior and Senior Public School Diplomas, the Senior High School Entrance, and Entrance into the Model Schools

Selections for Memorization

The High School Reader (New Edition)

The Day is Done, p. 63; On His Blindness, p. 80; Evening Wind, p. 93; The Return of the Swallows p. 111; The Eternal Goodness, p. 118; The Outlaw, p. 154; Rosabelle, p. 166; Sir Galahad, p. 182; The Revenge, p. 234.

NOTE.—The examinations in English Literature for Junior and Senior Public School Diplomas, the Senior High School Entrance, and Entrance into the Model Schools will be based on sight passages as in the case of the Junior High School Entrance examination.

PRESCRIBED LITERATURE TEXTS

I. Entrance into the Normal Schools

ENGLISH: Coleridge, The Ancient Mariner; Wordsworth, Michael, Influence of Natural Objects, Nutting, Expostulation and Reply, The Tables Turned, The Solitary Reaper, Ode to Duty, Elegiac Stanzas, To the Rev. Dr. Wordsworth, "She was a phantom of delight," To the Cuckoo, The Green Linnet, "Bright flower! whose home," To a Skylark ("Ethereal minstrel! pilgrim of the sky!"), Reverie of Poor Susan, To my Sister, "Three years she grew," September, 1819, Upon the same Occasion, and the following twelve sonnets:—"Two voices are there," "A flock of sheep that leisurely," "Earth hath not anything," "It is not to be thought of," "Fair star of evening," "O friend, I know not," "Milton, thou shouldst," "When I have borne in memory," "Brook! whose society," "Scorn not the sonnet," "Tax not the royal saint," "They dreamt not of a perishable home;" Shakespeare, Merchant of Venice.

LATIN: *Cæsar*, De Bello Gallico, Book IV, chaps. 20-38, and Book V, chaps. 1-23; *Virgil*, Æneid, Book II, vv. 1-505.

II. Entrance into the Faculties of Education

A

ENGLISH: Coleridge, The Ancient Mariner; Wordsworth, Michael, Influence of Natural Objects, Nutting, Expostulation and Reply, The Tables Turned, The Solitary Reaper, Ode to Duty, Elegiac Stanzas, To the Rev. Dr. Wordsworth, "She was a phantom of delight," To the Cuckoo, The Green Linnet, "Bright flower! whose home," To a Skylark ("Ethereal minstrel! pilgrim of the sky!"), Reverie of Poor Susan, To my Sister, "Three years she grew in sun and shade," September, 1819, Upon the same Occasion. The following twelve sonnets: "Two voices are there," "Scorn not the sonnet," "A flock of sheep that leisurely," "Earth hath not anything," "It is not to be thought of," "Fair star of evening," "O friend! I know not," "Milton thou shouldst," "When I have borne in memory," "Brook! whose society," "Tax not the royal saint," "They dreamt not of a perishable home"; Shakespeare, Merchant of Venice, Henry IV, Part I.

*LATIN:—*Cæsar,* De Bello Gallico, Book I; *Horace,* Odes, Book I, 1, 2, 5, 6, 10, 14, 22, 24, 31, 34, 35, 38; Book II, 3, 10, 14, 15, 16, 18; Book III, 1, 2, 3, 4, 5, 13, 21, 23, 24, 25, 29, 30; Book IV, 2, 4, 5, 7, 15.

Virgil, Æneid, Book I, vv. 1-510, or Book II, vv. 1-505; *Cicero,* Pro Lege Manilia.

GREEK:—*Xenophon,* Hellenica (Philpotts' Selections, sections I and II); *Homer,* Iliad I, 1-350; III, 121-244; VI, 66-118, and 237 to the end; Odyssey VI and IX.

FRENCH:—The texts contained in the New High School French Reader. Labiche, les Petits Oiseux; Merimee, Colomba.

GERMAN:—The texts contained in the New High School German Reader. *Baumbach,* Waldnovellen, Zschokke, Der tote Gast.

B

For candidates who substitute for the course prescribed in Latin the special courses in English Literature and the History of the English Language and Literature under the provisions of High School Regulations, 1911, page 57, sec. 8 (2) (*a*), the following texts and courses are prescribed:

1. *Chaucer:*—The Prologue; *Spenser:*—The Faerie Queene—Book I; *Milton:*—Paradise Lost—Book I; L'Allegro and Il Penseroso; *Pope:*—The Rape of the Lock—The Prologue to the Satires; *Goldsmith:*—The Traveller, The Deserted Village; *Wordsworth:*—Ode on Intimations of Immortality, The Reverie of Poor Susan, Lucy Gray, Hart-leap Well, Lines composed a few miles above Tintern Abbey, Yarrow Unvisited, Yarrow Visited, Yarrow Revisited; *Tennyson:*—In Memoriam (one paper).

2.—(1) A Brief History of the English Language—By O. F. Emerson (The Macmillan Co.),

(2) The History of English Literature as developed in the lives of the following in *The English Men of Letters Series:* Chaucer, Spenser, Milton, Pope, Goldsmith, Wordsworth, Tennyson (one paper).

August, 1911.

*NOTE.—The continuous passages of English for translation into Latin will be based on Caesar.

EXAMINATIONS

(Instructions No. 5)

Instructions to Presiding Officers, 1911

Presiding Officers are requested to peruse carefully the following instructions and see that they are fully carried out:—

1. Each Inspector, or such other person as may be appointed a Presiding Officer by the Minister, shall receive from the Department or the Inspector the examination papers, and shall thereupon be responsible for the safe-keeping of the bag and its contents until the examination is concluded.

2. On the receipt of the bag containing the question papers the Presiding Officer will see that *the seal is intact.* The bag can be opened by cutting the cord, and when opened the names and numbers of the envelopes containing the question papers should be verified with the time-table. Should any question envelopes be missing, *telegraph the Department at once.*

3. The Presiding Officer will satisfy himself that all necessary arrangements are made by the School Board in due time for the examination. If the trustees have not placed a clock in each room used for examination purposes, the Presiding Officer shall have power to hire the use of one for each room during the time required for the examination, and charge the same as part of the expenses of the examination.

4. The Presiding Officer shall, if there is sufficient accommodation and if sufficient papers have been received, admit candidates who, through some oversight, did not send their applications to the Inspector. The names of such candidates are to be entered in the Supplementary List (Form No. 181), specially provided, with such information as is required of the other candidates. This list and the required part of the fee, with one dollar additional as provided, shall be sent by the Presiding Officer to the Department. The remainder of the fee shall be sent to the Board that bears the expense of the examination.

5. The Presiding Officer shall exercise necessary vigilance at all times while the candidates are engaged in writing, and he *shall not give his attention to any work other* than that which pertains to his duties as Presiding Officer. He shall take all necessary care to *render it impossible for the instructions to candidates to be violated without his knowledge.* This instruction (5) is to be observed, *however small may be the number of candidates.*

6. It is IMPERATIVE that the regulations be enforced by the Presiding Officer and strictly observed by the candidates. In particular, the examination papers shall be distributed, and the answer papers collected, *punctually* at the time indicated on the time-table. The Presiding Officer has no authority to deviate from the official time-table.

7. In the examination room candidates, whether writing on the same subject or on different subjects, shall be seated at least five feet apart. All diagrams or maps having reference to the subject of examination shall be removed from the

room, and books, papers, etc., removed from the desks; all arrangements shall be completed, and the necessary stationery distributed at least *fifteen minutes* before the time appointed for the commencement of the first subject of the examination, and at least *five minutes* before each other subject is begun.

8. The necessary stationery includes pens, blotting-paper, black ink of a uniform colour, and the authorized examination books. Each candidate will receive *one* examination-book and *one* answer-envelope at *the beginning of each examination period* and other books as required during said period. No paper other than the examination-book must be distributed to the candidates, and no paper, examination-book or other book must be brought into the room by any candidate. (The Presiding Officer's attention is called to the instructions as to the use of the examination-books on the first page thereof.)

9. *No person except the Presiding Officers and any necessary attendants shall be present with the candidates in any room at the examination;* and at least one Presiding Officer shall be present during the whole time of the examination in each room occupied by the candidates. A Presiding Officer shall not have in his charge at one time more than *twenty-five* candidates. *No conversation or other noise which might disturb the candidates shall be allowed in the vicinity of the examination room.*

10. The Presiding Officer shall, as indicated on the time-table, read to the candidates their duties, drawing attention to any feature of them that may require special care during the examination, and emphasizing the directions to the candidates as to the manner in which the slips are to be attached to the envelopes. *Great care should be taken in distributing the proper number and kind of envelopes* and examination-books and in accounting for such envelopes and examination-books as have been distributed. [Also see (3) (*a*), page 6.]

11. *Punctually* at the time appointed for the commencement of each examintion the Presiding Officer shall, in the examination-room and in the presence of the candidates and other assistant Presiding Officers (if any), break the seal of the envelope containing the question papers, and give them to the assistant officers and to the candidates. The papers of only the subject or subjects required shall be opened at one time. Until the examination in the subject is over, no examination papers other than those which the candidates receive shall be taken out of the room.

12. *Punctually* at the expiration of the time allowed the Presiding Officer shall direct the candidates to stop writing, and cause them to hand in their answer papers immediately, duly fastened in the envelopes.

13. The Presiding Officer shall keep upon his desk the tally-list (check-list of candidates and subjects), and as each paper in any subject is handed in (and he should carefully note the superscription of the envelope—the subject and the candidate's name), he shall check the same by entering the figure "I" opposite the name of the candidate. The Presiding Officer will enter the names of the candidates on the tally-list *in the same order as found on the official list of candidates* (Form 44). The names of extra candidates are to be added after the names of those on the official list. After the papers are handed to the Presiding Officer he shall not allow the answer-envelopes to be opened, and he shall be re-

sponsible for their safe-keeping until transmitted to the Department. The answer-papers as well as the question-papers should be kept in a safe, or in a room with the windows fastened and doors securely locked by a cylinder lock.

14. For special instructions regarding the examinations in Biology, etc., see the circular which is forwarded to each Presiding Officer prior to the examination.

Instructions to Candidates

(*To be read to candidates as indicated on time-table.*)

1. Each candidate shall satisfy the Presiding Officer as to his personal identity before the commencement of the first day's examination, and any person detected in attempting to personate a candidate shall be reported to the Department. The Presiding Officer is authorized to refuse the application of any candidate who presents himself at any centre other than that nearest his usual place of residence, unless the candidate's explanation of his course in so presenting himself is in every way satisfactory to the Presiding Officer.

2. Candidates shall be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he shall not be allowed any additional time. No candidate shall be permitted, on any pretence whatever, to enter the room after the expiration of an hour from the commencement of the examination. The Presiding Officer is authorized to refuse admission even within the hour if the candidate's explanation is in any sense unsatisfactory, or if he has reason to suspect collusion between the newly-admitted candidate and other candidates.

3. A candidate shall not leave the room within *one* hour after the distribution of the examination papers in any subject; and, if he then leave, he shall not be permitted to return during the examination on such subject.

4. Every candidate shall conduct himself in strict accordance with the instructions. Should he violate the instructions to be found in sections 5 and 6 below, or on the first page of the examination-book; should he take into the room or have in his possession, in his desk, or on his person, any book, notes, paper, or anything from which he may derive assistance; should he talk, whisper, or make signs to another candidate; *should he leave his answers so exposed that any candidate may copy from him;* should he give or receive aid or extraneous assistance of any kind whatsoever, his examination will be cancelled, and he will be debarred from presenting himself at any Departmental examinations for two years. Should the Presiding Officer obtain clear evidence of the violation of these instructions at the time of its occurrence he shall cause the candidate concerned at once to leave the room: he shall strike his name from the list of candidates; and he shall not permit him to return to the room during the remaining part of the examination. If, however, the evidence be not complete at the time, or be obtained after the close of the examination, the Presiding Officer shall report the case to the Department.

5. Every candidate shall write the name of the subject of examination very distinctly at the top of each page of his examination-book. If he write his name or any distinguishing mark on his examination-book, or if he tear any paper from

this book, or if he insert in this book any matter not pertinent to the examination or if he use any paper or book or ink other than that provided, his examination may be cancelled.

6. The candidate shall write his answers and full solutions on the ruled sides of the leaves of his examination-book or books (if more than one be needed); he may use the unruled sides in preparing the answers in rough. He shall fold his examination-book (or books) once across, place it in the envelope provided by the Presiding Officer, seal the envelope, write on the outside of the envelope the subject of examination only, and on the slip provided his name in full (surname preceding), and then securely fasten the slip to the envelope, as instructed by the Presiding Officer. Candidates should see that their answers are placed in the proper envelopes. Scholarship candidates should designate their answers, and also the envelopes containing their answers, "Pass" or "Honour," according to the papers taken.

Every candidate competing for a scholarship who also desires standing for Entrance into the Faculties of Education must write upon all the subjects of this Entrance course which are not included in his scholarship examination. The scholarship History paper will not be accepted in lieu of the two History papers required for Entrance into the Faculties of Education. He must place the answers in his scholarship subjects in the scholarship (red) envelopes, and the answers in the Entrance subjects in regular Entrance envelopes.

7. Candidates for the examinations for Entrance into the Normal Schools or the Faculties of Education who take extra Matriculation papers for the *purpose of Matriculation standing,* should place the answers to such extra papers in Matriculation envelopes, and the Presiding Officer shall enter their names (if this has not already been done) on the matriculation tally list. Such extra matriculation papers are to be returned to the Department, along with the answers of the regular matriculation candidates. *Parts A and B of the Matriculation History paper are to be placed in separate envelopes.*

8. Candidates are also reminded that the Presiding Officer is not allowed to make *any explanation* or other statement regarding the probable meaning of any question or to *give any advice* as to what question should be answered by the candidates or how any question should be answered.

Should any error appear to have been made in any question, *no attention* shall be drawn to it during the time of examination by either the Presiding Officer or any of the candidates. Candidates may, however, at the end of the examination period submit the matter to the Presiding Officer, who, if he considers it necessary, will report on the matter to the Department at the close of the examination.

9. In case of the illness of any candidate during the examination, the Presiding Officer should report full particulars to the Department *immediately at the close of the examination,* and his report should be accompanied by a *medical certificate,* stating precisely the nature of the illness and the time and duration of its occurrence. Other occurrences interfering with a candidate's examination should be reported at the same time. Certificates received or circumstances reported after this date will not be considered by the Board of Examiners when determining the results of the examination.

To be read to candidates by the Principal previous to the examination:

10. Candidates should see that they use the correct answer-envelopes, as follows:

(a) Model School Entrance candidates use the manilla envelopes designated "Entrance to Model Schools."

(*b*) Normal School Entrance candidates use the manilla envelopes designated (in red ink) "Entrance to Normal Schools."

(*c*) Faculty Entrance candidates use the manilla envelopes designated "Entrance to the Faculties of Education."

(*d*) Pass (junior) Matriculants use the white envelopes designated (in red ink) "Junior Matriculation."

(*e*) Honour (senior) Matriculants use the white envelopes designated "Honour Matriculation."

(*f*) Scholarship candidates use the red envelopes designated "Matriculation Examination (Scholarship)" for all their matriculation papers, whether pass or honour.

(*g*) Commercial Specialist candidates use the manilla envelopes designated "Commercial Specialist Examination."

(*h*) Candidates for more than one of the above examinations will place their answers for the different examinations in the respective envelopes as indicated above.

11. Scholarship candidates who desire standing for Entrance into the Faculties of Education should not make application therefor until after the scholarship results are made known.

12. The Department does not furnish statements of the matriculation standing obtained by scholarship candidates, either for *pass or honours.*

13. As certificates for Entrance into the Normal Schools or into the Faculties of Education are accepted *pro tanto* for matriculation purposes, matriculation certificates covering the subjects included in the former certificates are not issued, except to successful Normal Entrance candidates who at the same examination complete matriculation.

14. Cases of illness during the examination should be reported by the Presiding Officer to the Department *immediately at the close of the examination,* and should be accompanied by a *medical certificate* stating precisely the nature of the illness and its time and duration. Other occurrences interfering with a candidate's examination should be reported at the same time. Certificates received or circumstances reported after this date will not be considered by the Board of Examiners.

15. The answer papers of all candidates are read carefully by boards of Associate Examiners selected from the successful teachers of the Province. All papers on a subject are valued according to a uniform scale of marks decided upon by the Examiner-in-chief in consultation with the section of Associate Examiners in charge of that subject. Every paper which is valued near the pass mark by an Associate Examiner is re-read by the chairman of the section.

After the results are made up from the remarks thus assigned, the papers of all candidates for Model, Normal and Faculty Entrance examinations who have failed by not more than a reasonable margin in any way, will be immediately re-read by the Examiner-in-chief. Candidates who have still failed in this supplementary reading will receive statements of marks endorsed with the word "Re-read." No further appeal will be allowed in such cases.

In addition to the precautions outlined above, the addition and transferring of marks will be carefully checked on all answer papers by a competent staff of clerks.

No appeal is allowed against scholarship awards.

In all other cases of failure where the statements of marks are not endorsed as "Re-read," an appeal will be allowed if desired. In view of all the precautions taken, however, an appeal on any of the Entrance examinations would seem to be useless.

16. Pupils making appeals must state where they wrote and the examination attempted. Principals sending in appeals in behalf of students should make *each appeal on a separate sheet of paper.* The fee is $2, which is refunded if the appeal is sustained.

17. Any candidate who is prevented from attending the examination for which he applied may have his fee returned by applying to the School Board or other body that bears the expense of the examination for that part which it receives and to the Department for that part which it receives.

18. Candidates who do not make application until after May 24th shall be charged $1 extra.

Making Reports and Returning Answers to the Department

1. The Presiding Officer shall report to the Department at the close of the examination in the "remarks" column of the Diagram Blank (Form 292) any particulars in which the instructions, etc., were not observed, and he shall mention any facts regarding the examination that he deems expedient to have brought before the Boards of Examiners. The Presiding Officer and his assistants shall sign a declaration that in all other respects the instructions and regulations were fully complied with.

2. The Presiding Officer, as part of his report to the Department, shall send a diagram of *each room* on the forms provided (Form 292), showing the position occupied by each candidate and Assistant Presiding Officer during the examination. *Candidates shall not be permitted to change positions.*

3—(*a*) The Presiding Officer shall not arrange the answer-papers according to subjects, but shall arrange them so that all the answers of each candidate for examination shall be sent together [except as specified in (*b*)] and in the order in which their names appear on the list of candidates for the Examination. (Form 44.) To facilitate this, elastic bands have been supplied, one for each candidate's set of answers.

(*b*) Where a candidate takes papers belonging to different examinations, such papers are to be divided according to the examinations taken and each parcel sent with those of the other candidates for these examinations, except that all the pass and honour matriculation answer-papers written by a *scholarship candidate* should be placed in red envelopes and returned in one parcel at the close of the Scholarship examination, and such papers should be checked upon the scholarship tally-list.

4. The prompt return of the answers to the Department at the close of the respective examinations is essential, and may be greatly facilitated if the answers are sorted at the close of each day's examination. All diagrams and reports (*except the tally-list*) should be forwarded to the Department *by post* on the respective days that the answers are forwarded. The tally-list of each examination must be returned in its respective bag with the candidates' answer-envelopes.

5. The answers of the candidates taking the examination for Entrance into the Model Schools, together with the corresponding tally-list, shall be returned securely tied, at the close of this examination, in one of the bags provided.

6. The answers of the candidates for (*a*) the examination for Entrance into the Normal Schools and (*b*) the Commercial Specialist examination, together with the corresponding tally-lists, shall be returned in separate parcels at the close of these examinations, in one of the bags provided.

7. The answers of the candidates for the examination for (*a*) Junior Matriculation, (*b*) Entrance into the Faculties of Education, (*c*) Honour Matriculation, and (*d*) Scholarships, together with the corresponding tally-lists, shall be returned in separate parcels, securely tied, at the close of those examinations, in one of the bags provided.

8. (*a*) Each bag shall be so folded and tied that the words, "The property of the Department of Education," will be outwards. The shipping tag should be securely attached to the strap on each bag.

(*b*) All the express charges must be prepaid, and no commercial value should be placed upon the bags and contents.

(*c*) All surplus examination papers may be given at the close of the examination to the Principal of the school.

(*d*) All surplus answer-envelopes and name slips should be returned to the Department in one of the bags containing candidates' answers.

Expenses of the Examination

The Treasurer of the High School Board or of the Public School Board of the school where the examination is held shall pay, on the certificate of the Public School Inspector, all the expenses of the examination, which shall include the following:

1. For preparing the list of candidates the Inspector shall be entitled to the remuneration of $2.00, providing that the number of the candidates writing does not exceed twenty. For each additional twenty candidates or fraction of that number the Inspector shall be entitled to an additional dollar. It is to be understood that the number of applications received, and not the examinations on which candidates write, will determine the amount paid for this service.

2. For conducting the examination each Presiding Officer and each Assistant Presiding Officer shall be entitled to $4.00 a day and return railway fare or the ordinary cost of conveyance.

3. For meeting the incidental expenses of the examination, the cost of stationery, etc., and the payments for any additional services required during the examination.

General Information and Instructions

1. The examination fees are: Examination for Entrance into the Model Schools, $5; examination for Entrance into the Normal Schools, $5; examination for Entrance into the Faculties of Education, Part I. or Part II., each $3, taken together, $5; if this examination be divided, as provided in the High School Regulations of 1909, page 57, Sec. 4 (2), $3 for each part; examination for Commercial Specialist, $5; examination for Junior Matriculation, $5; Honours or Scholarship Matriculation, $5; for candidates taking not more than *four* papers (not subjects) for the purpose of completing Matriculation standing, $3; for more than four papers, $5. If the fees for the examination which a candidate desires to take amount to more than $5, only $5 will be required.

Attention is directed to the scale of fees to be paid by candidates. When the fee is $5 or $3 the amount to be sent to the Department is $3 or $2 respectively, the remainder of the fees received is to be forwarded to the School Board or other body that bears the expenses of the examination.

2. Applications will not be received by the Inspector after the 24th day of May, and candidates are reminded that they should in no case forward their applications to the Department, If the candidate should, through an oversight, neglect to have his application duly sent to the Inspector, he may present himself at the examination, when the Presiding Officer is at liberty to admit him, provided there is the necessary accommodation, and that a sufficient number of question-papers has been forwarded. An additional fee of $1 will be exacted by the Presiding Officer from a candidate who presents himself in this way.

January, 1911.

DEPARTMENTAL INSTRUCTIONS

(Circular No. 57)

As intimated last year, it is the intention of the Department of Education, by securing a proper standard at the High School Entrance examination, to put an end to the degradation of the Public Schools and the congestion of the High Schools with inadequately prepared pupils, which for some years have been going on in many localities. High School Entrance Boards are, accordingly, hereby instructed to follow strictly the Regulations of 1909, with the following modifications:

The Boards shall recommend to the Minister for pass standing, with, in each case, the reasons for such recommendation:—

(1) The cases provided for in the last sentence of High School Regulation 5 (2); and

(2) The special cases provided for in High School Regulation 6.

Such candidates shall not be admitted without the Minister's approval, which will be communicated to the Secretaries of the Entrance Boards immediately after the receipts of the lists provided for in Section 24 (*a*) below.

High School Entrance Examination, 1911

1. The High School Entrance examination for 1911 will begin on Monday, the 26th of June, at 1.15 p.m., and will be conducted under the provisions of Sections 44-47 of the High Schools Act and of the High School Regulations of 1909, subject to the instructions herein contained.

2. Candidates who purpose writing at the examination must notify the Public School Inspector before the 1st day of May.

Duties of Inspector

3. The Inspector shall notify the Minister not later than the 4th day of May in each year, on a form supplied by him, of the number and location of the Entrance centres in his Inspectorate, the name and address of each chief Presiding Officer and the number of persons desiring to be examined at each of such High School Entrance centres.

4. Immediately thereafter he shall send to each Presiding Officer one copy each of the Circulars and Instructions which may be sent to him for that purpose from the Department.

5. He shall present to the Entrance Board a list of the schools in his Inspectorate which have been approved by him as making adequate provision for teaching the subjects of Group I.

Duties of the Chairman of the Entrance Board

6. The Chairman of an Entrance Board shall call and preside over every meeting of the said Board.

7. He shall see that such Board performs all the duties assigned to it by the regulations, including—

(*a*) Appointing a Secretary, and Assistant Presiding Officers and additional Examiners where required;

(*b*) Dividing the reading of the answer papers, among the members of the Board;

(*c*) Verifying the certificates of standing in the subjects of Group I.;

(*d*) Reading and valuing the answer-papers and determining the results, and

(*e*) Considering special cases.

8. He shall sign all certificates and reports and see that the same are forwarded in due time, as required by Section 15 (2) of the High School Regulations of 1909 and instruction number 24 (*a*) below.

9. He shall make out and transmit the necessary requisitions for all payments due the members of the Entrance Board, as required in Section 46, subsection 4, and Section 47, subsection 3, of the High Schools Act.

10. Where an Inspector is a member of each of two or more High School Entrance Boards, the Chairman of each shall consult with that Inspector regarding the dates of the Board meetings in order that he may be able to attend the meetings of each Board. Arrangements may be made for joint meetings of such Boards in order that uniform standards may be adopted.

Duties of Presiding Officers

11. The question papers for a centre will be sent by the Department of Education to the chief Presiding Officer for that centre.

12. On the receipt of the bag containing the question papers the Presiding Officer will see that *the seal is intact.* The bag can be opened by cutting the cord, and, when opened, the names and number of the envelopes containing the question papers should be verified with the time-table. Should any question envelopes be missing, *telegraph the Department at once.* However, the envelopes containing the papers in any subject shall not be opened until the time prescribed in the time-table for the examination in such subject.

13. Each Presiding Officer shall be in attendance at the place appointed for the examination at least fifteen minutes before the time fixed for the first subject, and shall see that the candidates are supplied with the necessary stationery and seated so far apart as to afford reasonable security against copying. Under no circumstances shall two candidates be allowed to sit at the same desk.

14. He shall open the envelope containing the papers in each subject in full view of the candidates, at the time prescribed, and place one paper on each candidate's desk.

15. He shall exercise proper vigilance over the candidates to prevent copying, and allow no candidate to communicate with another, *nor permit any person except another Presiding Officer to enter the room during the examination.* No conversation or other noise which might disturb the candidates shall be allowed in the vicinity of the examination room.

16. He shall see that the candidates promptly cease writing at the proper time, fold and endorse their papers properly, and in every respect comply with the instructions herein contained.

17. Where fees have been imposed, as provided in Section 46, subsection 5 of the High Schools Act, the chief Presiding Officer at a centre shall collect such fees from the candidates and account for the same, as provided in Section 12 of the High School Regulations of 1909.

18. He shall submit the answers of the candidates to the Examiners according to the instructions of the Entrance Board.

Duties of Candidates

19. Every candidate should be in attendance at least fifteen minutes before the time at which the examination in the first subject is to begin, and shall occupy the seat allotted by the Presiding Officer. Any candidate desiring to move from his allotted place or to leave the room shall first obtain permission from the Presiding Officer to do so. Any candidate leaving shall not return during the examination in the subject then in hand.

20. Every candidate shall write his answers on one side only of the paper, and number each answer. He shall arrange the sheets numerically, according to the questions, and fold them once crosswise, endorsing them with his name, the name of the subject, and the name of the place at which he is examined. A paper shall not be returned to a candidate after being placed in the hands of the Presiding Officer.

21. Any candidate who is found copying from another or allowing another to copy from him, or who brings into the examination room any book, note or paper having any reference to the subject on which he is writing, shall be required by the Presiding Officer to leave the room, and his paper and the papers of all the guilty parties shall be cancelled.

Duties of Examiners

22.—(*a*) When practicable the answer papers of the different candidates shall be so distributed that the same Examiner shall read and value the answers in the same subject throughout, provided always that no Examiner shall read the answer papers of his own pupils.

(*b*) When so directed by the High School Entrance Board, the Oral Reading of candidates from urban schools may be examined by a member of the Board at said schools during the school days immediately preceding those on which the High School Entrance examination is held.

23. Marks are to be deducted for misspelled words and for want of neatness as indicated in Section 5 of the High School Regulations of 1909.

24.—(*a*) Each local High School Entrance Board shall submit a report in two sections, the first giving the names of candidates who have obtained 40 per cent. of the marks in each subject and 60 per cent. of the aggregate marks; the second giving the names of others who have been recommended under Regulations 5 (2) and 6. The latter section shall contain a statement of the marks of the

candidates listed therein, also the Board's reasons for its recommendations. The report is to be sent by mail to the Department of Education at the earliest possible moment, and not later than July 15th.

(*b*) Local Boards shall not make public any results until their recommendations have been dealt with by the Minister of Education.

25.—(*a*) If the members of the Entrance Board are themselves unable to overtake the work of examining the answer papers within the time specified they shall appoint qualified teachers [see High Schools Act, Sec. 46 (3) and Sec. 47 (1) (*a*)] to assist them so that the returns may not be delayed; but no others shall take part in the work of reading the answer-papers except the additional examiners so appointed.

(*b*) The bag which contains the question papers is to be returned to the Department (charges prepaid) *at the same time* as the reports are sent.

(*c*) The answer papers of candidates, unless when specially requested, are not to be forwarded to the Department, but are to be retained by the Chairman until the 1st day of October, *after which no case is to be reconsidered.*

Examinations for Entrance into Model Schools, and Public School Graduation Diplomas

26. On the requisition of the Public School Inspector, the Department will supply the papers prepared for the examination for Entrance into the Model Schools to be used as a test for granting Graduation Diplomas to Fifth Class students. This use of the Model Entrance papers is not in any way obligatory, and all expenses in connection therewith must be arranged for between the Inspector and the County Council or School Board concerned. The examination must be held at the same time as the examination for Entrance into the Model Schools, which this year will begin on June 26th and last till June 30th.

27. The question papers for the High School Entrance, and the Model School Entrance will be sent in the same bag. A sufficient number of the Model Entrance papers will be sent to be used for Public School Graduation purposes, where such papers have been asked for by the Inspector. In this same bag will also be found the list of candidates, the tally-list, the answer envelopes, the name slips, the diagram sheets and all the forms necessary for the Model School Entrance examination.

28. Inspectors and Presiding Officers will note that the answers of those writing for Entrance into the Model Schools and those writing for Graduation Diplomas (if there are any) are to be kept entirely separate. The former are to be written in the regular examination books, placed in the answer envelopes, noted on the tally list, and sent to the Department at the close of the examination in the bag in which the question papers came; the latter are to be disposed of as may be directed by the Public School Inspector.

29. The list of candidates for Model Entrance (Form 44*a*) found with the question papers will indicate whose answer papers are to be sent to the Department. No answer papers for High School Entrance or Public School Graduation are to be sent. Candidates for the Model School Entrance, who have failed to send in their applications at the proper time may be admitted on the morning of the examination, as provided for in Instructions No. 5. Their names are to be entered on the Supplementary list and on the tally list, and their answer papers are to be treated as are those of the regular candidates for the Model School Entrance.

30. Inspectors will notice that the examination for Entrance into the Model Schools and for Entrance into the High Schools will be going on at the same time, and they will make their arrangements so that no teacher shall preside in a room in which any of his own candidates are writing. One Presiding Officer should be appointed at each centre, with whatever assistant Presiding Officers may be required according to the number of candidates for the various examinations.

TIME-TABLES

High School Entrance

Monday, June 26th

P.M.	1.15-1.30	Reading Instructions (Circular 57).
	1.30-3.30	Composition.
	3.40-4.25	Spelling.

Tuesday, June 27th

A.M.	9.00-11.30	Arithmetic.
P.M.	1.30- 3.30	Reading (examination paper).

Wednesday, June 28th

A.M.	9.00-11.00	English Grammar.
	11-10-12.00	Writing.
P.M.	1.30- 3.30	Geography.

NOTE.—Oral reading may be taken either as provided in 22 (*b*) above, or at such hours as are convenient during the days of the examination.

Entrance to Model Schools

Before candidates begin writing on their first paper, the Presiding Officer, at 11.00—11.10 a.m., shall read and explain to them the "*instructions to Candidates.*" (*Instructions No.* 5.)

Monday, June 26th

A.M.	11.00-12.40	Elementary Science.
P.M.	2.00- 4.00	Algebra and Geometry.

Tuesday, June 27th

A.M.	9.00-11.00	English Composition and Writing.
	11.10-12.40	Bookkeeping and Business Papers
P.M.	2.00- 4.00	Geography.

Wednesday, June 28th

A.M.	9.00-11.00	Arithmetic and Mensuration.
	11-10-12.00	Spelling.
P.M.	2.00- 4.00	English Literature.

Thursday, June 29th.

A.M.	9.00-11.00	English Grammar.
	11.10-12.40	Art.
P.M.	2.00- 4.00	History (British and Canadian).

Friday, June 30th

A.M.	9.00-11.00	French Grammar.
P.M.	1.00- 3.00	French Composition.

NOTES:—(1) The papers in French are for English-French candidates only.

(2) Candidates should provide themselves with a ruler (showing at least sixteenths of an inch), a pair of compasses and a protractor, for the examination in Geometry.

(3) For the examination in Art, candidates should come supplied with pens, colours and brushes. They will also need water pans and a convenient supply of water. RULERS ARE NOT TO BE USED.

(4) The answer papers for Entrance into the Model Schools are to be forwarded to the Department of Education IMMEDIATELY AT THE CLOSE OF THE EXAMINATION.

(5) When the examination papers are used for Public School Graduation, the answer papers are to be disposed of as directed by the Public School Inspector.

January, 1911.

SCHEDULE OF FEES AND ALLOWANCES

(Circular No. 71)

I. *Allowances to Examiners.*

1. Each Examiner-in-chief will be paid $15.00 for setting each paper allotted to him. (See Instructions No. 7.)

2. Each Examiner-in-chief and each Associate Examiner shall be paid $7.20 per diem for attending meetings of Boards and Committees and for reading answer-papers. (See Instructions No. 7.) The number of papers to be read per diem in reading the Scholarship and appeal answer-papers will be three-fourths of the average of the number of papers examined per day by an Associate Examiner in the same subject.

3. Each Examiner will be allowed his actual travelling expenses to and from his usual place of residence at the time when his services are required.

4. Each Examiner-in-Chief not resident in Toronto will be allowed his actual living expenses while attending meetings of Boards or Committees or while reading answer-papers, at the Department. Where his services are required for more than one day, an Examiner-in-chief will be allowed, in lieu of living expenses, his actual travelling expenses to and from his usual place of residence for each of such days, up to an amount not exceeding $1.50 per diem.

5. Each Presiding Officer at a Departmental examination shall be entitled to an allowance of $4.00 per diem, except an assistant Presiding Officer at a High School Entrance examination, who shall be allowed $3.00 per diem.

6. All services of Examiners not provided for in (2) above will be paid for at rates to be determined by the Minister of Education.

II. *Fees.*

1. The July examination fees will be as follows:—

(1) Entrance into the Model Schools, $5.00.
(2) Entrance into the Normal Schools, $5.00.

(3) Entrance into the Faculties of Education, any part, I, II, A, B, C, or D, $3.00 each part. Two or more parts, $5.00.
(4) Commercial Specialist, $5.00.
(5) Junior Matriculation, $5.00.
(6) Honours or Scholarship examination, $5.00.
(7) Partial Matriculation, if not more than four papers (or half-papers), $3.00.
(8) Partial Matriculation when more than four papers (or half-papers), $5.00.

N.B.—(1) If the fees for any of the above examinations which a candidate desires to take in any one year amount to more than $5.00, only $5.00 will be required.

(2) In the above examination, when a candidate's fee is $5.00, the amount to be sent to the Department is $3.00; when the fee is $3.00 the amount to be sent is $2.00. The remainder of the fee in each case is to be sent to the School Board or other body that bears the local expenses of the examination.

2. The other examination fees will be as follows:—

(1) The Art Specialist examination, $5.00.
(2) The Supplemental Matriculation examination: five papers or less, $2.00 per paper (or half-paper); more than five papers (or half-papers), $10.00.
(3) An appeal against any examination for which a fee is charged, $2.00.

3. A duplicate of a lost certificate (or for two or more in favour of the same candidate at one time) will be issued on payment of $2.00.

4. For a certificate of Matriculation issued on the combination of examinations held in different years, $5.00.

5. A late penalty of $1.00 will be charged, in addition to the regular fee for any examination in the case of a candidate whose application is not received by the date set therefor.

III. *Refunds.*

1. When a prospective candidate, for any reason, does not present himself for the examination for which he has applied, the fees paid for that examination will be refunded to him upon application.

2. When an appeal against any examination is sustained, the appeal fee will be refunded.

3. Any money sent in error to the Department will be refunded.

IV. *No fees are charged for the following:—*

1. The Kindergarten Assistant's examination.
2. Any examination at the Model or Normal Schools.
3. Admission to a Model or Normal School.
4. The High School Entrance or Midsummer examinations conducted in the Districts of Ontario.

V. *The Department of Education bears all necessary expenses of the following:—*

1. The Kindergarten Assistant's examination when it is necessary to conduct it under a separate Presiding Officer.

2. The High School Entrance and Midsummer examinations held in the Districts of Ontario.

3. The conduct of the Supplemental Matriculation examination at the four University centres only.

March, 1911.

DUTIES OF PUBLIC SCHOOL INSPECTORS IN CITY INSPECTORATES

(Instructions No. 16C)

1. REGULATIONS

Minimum Number and Length of Visits

1. (*a*) The following schedule sets forth the minimum number and length of regular visits of inspection to be paid each of his schools, each half year by the Inspector of Public Schools in a City Inspectorate, the time being divided amongst the teachers of each school as the Inspector may deem it necessary:

½	day's	visit	for	each	school	with	one teacher.
1	"	"	"	"	"	"	two or three teachers.
1½	days'	"	"	"	"	"	four or five teachers.
2	"	"	"	"	"	"	six teachers.
2½	"	"	"	"	"	"	seven or eight teachers.
3	"	"	"	"	"	"	nine teachers.
3½	"	"	"	"	"	"	ten or eleven teachers.
⅓	day's	"	"	each	teacher	in a staff	of over eleven.

(*b*) Where the condition of the school renders it necessary, the length of the visit should be increased.

(*c*) If the Inspector cannot visit every school each half year, he may visit a school more than once in a half year, but he shall allow a reasonable interval between visits.

(d) The Inspector shall visit a school taught by an inexperienced teacher as soon as practicable after the teacher begins his duties. Both such teachers and others who need additional supervision from any other cause, the Inspector should visit as often as the circumstances may demand and his other official duties will permit.

(*e*) Subject to the approval of the Minister, the Board may increase the above minimum of visits and prescribe for the Inspector additional duties in connection with the inspection of its schools.

Reports

2.—(1) Not later than June 30th, in each year, the Inspector shall submit to the Minister, and to the School Board of the City concerned, as part of the

general annual report prescribed in the Public Schools Act, a report of the cases in which, during the school year just ended, he gave less than the minimum number and length of inspectoral visits provided for in 1 above, with a statement of the reasons for such decrease.

(2) His report of each half-yearly visit of inspection shall be made under the following heads:

I. ACCOMMODATIONS: 1. Water Closets; 2. Water Supply; 3. School Grounds; 4. School Buildings; 5. Class Rooms; 6. Halls; 7. Cap Rooms; 8. Teacher's Room; 9. Desks; 10. Blackboards; 11. Lighting; 12. Heating.

II. EQUIPMENT: Library, Maps, Charts, and Globes. Apparatus for teaching Science. Miscellaneous Articles.

III. MISCELLANEOUS: Conditions of Registers and Catalogues. Unauthorized Text-books. Caretaker's work. Provision for Part I. of Entrance Examination.

IV. TEACHER'S WORK: Organization, Teaching, Discipline.

V. ATTENDANCE BY GRADES.

VI. PUPILS' WORK: 1. Proficiency; 2. Progress; 3. Deportment.

VII. GENERAL REMARKS.

NOTE: The report of the attendance may be made half-yearly, or at such other times as the Board may direct.

(3) In his inspection he shall bear in mind the provisions of the curriculum and the special needs of the school; he shall assist the teacher in selecting and planning his work; and, by judicious criticism and advice and by teaching illustrative lessons, he shall endeavour to improve the methods of instruction.

(4) He shall report promptly to the Minister any violation of the Schools Act or the Regulations of the Department of Education in the case of any school of which he is Inspector.

(5) A copy of his report of his inspectoral visit to each school shall be sent to the Secretary of the School Board within one month after the Inspector's visit, but it should be sent as soon as practicable.

(6) At such time, and in such manner, and as often as he may deem it expedient, the Inspector shall notify of his inspectoral visit the Chairman of the Board, and such others of the Trustees as he may deem necessary, requesting their presence when, also, he may deem it necessary.

Powers

3. Every Inspector, while officially visiting a school in his inspectorate, shall have supreme authority in the school, and may direct the teachers or the pupils in regard to the exercises of the school. He shall make enquiry and examination in such manner as he may deem proper into the qualifications and efficiency of the staff, the adequacy and the suitability of the accommodations and equipment of the school and all matters affecting the progress, the health and comfort of the pupils.

Prohibitions

4. The Inspector shall not give to any person or body, financially interested in its sale, a testimonial recommending any article of school equipment (library, apparatus, furniture, etc.).

Teachers' Institutes

5. The Inspector shall attend and take part in the organization and management of the Teachers' Institute or Institutes of his inspectorate.

Chief Inspector

6. Where, under Section II of the Board of Education Act, a Chief Inspector has been duly appointed, he shall perform such duties affecting all the schools of the City as the appointing body or bodies may direct with the Minister's approval.

2. THE PUBLIC SCHOOLS ACT

General Provisions

99.—Under the Public Schools Act, it shall be the duty of every Public School Inspector:

(1) To make a general annual report as to the performance of his duties and the condition of the schools in his inspectorate to the School Board of the City;

(2) To report to the Medical Health Officer of the municipality any case in which the school buildings or premises are found to be in an unsanitary condition;

(3) To furnish the Minister with information respecting any Public School in his inspectorate whenever required so to do;

(4) To withhold his order for the amount apportioned from the Legislative or municipal grant:

I. Where the Board fails to transmit promptly the annual or other school returns properly filled up;

II. Where the Board fails to comply with this Act or with the Regulations; or

III. Where the teacher uses or permits to be used as a text-book any book not authorized by the Regulations; and in every case to report to the Board and to the Minister his reasons for so doing;

IV. To discharge such other duties as may be required by the Minister or Regulations;

V. On retiring from office, to deliver to his successor his official correspondence and all school papers in his custody, on the order of the Minister or the Board, by which he was appointed.

(5) Every Inspector shall be directly responsible to the Minister for the due performance of his duties and, subject to the Regulations, shall obey the direction of the School Board.

(6) Where an Inspector requires the testimony of a witness as to any fact alleged in any complaint or appeal made to him, or to the Minister, he may administer an oath to the witness.

July, 1911.

DEPARTMENTAL TEXT-BOOK REGULATIONS

(Circular No. 14)

Text-Books Authorized for Use in Public, Continuation and High Schools, and Collegiate Institutes

1. The text-books named in Schedule A below shall be authorized text-books for Public Schools, and those in Schedule B, for the Lower and Middle Schools of Continuation and High Schools and Collegiate Institutes, as follows: In both schedules, the text-books newly authorized in 1908, 1909, 1910, and 1911, are

authorized for use in any School, and the authorization of the other text-books, which were authorized before 1908, is now limited to the midsummer vacation of 1912, and to the Schools in which they were in use before July, 1911, and to the editions then authorized.

2.—(1) Books authorized for use in Public Schools are authorized for use by pupils taking the corresponding subjects in the Lower School of Continuation and High Schools and Collegiate Institutes.

(2) Books authorized for use in the Lower School of Continuation and High Schools and Collegiate Institutes are authorized for use by pupils taking the corresponding subjects in the Fifth Form of Public Schools.

3. For the High School Upper School, and except in *Book-keeping*, for more advanced work than the First Year Course in Commercial High Schools and the Commercial Departments of Continuation and High Schools and Collegiate Institutes, any books may be used which have been recommended by the Principal and approved by resolution of the Board of School Trustees.

4.—(1) The editions of text-books in Schedule D below, which were used in any school during the year ending the first of July, 1911, and the continued use of which is recommended by resolution of the Board of School Trustees on or before the reopening of the Schools in September, 1911, shall be deemed authorized for such school at the maximum prices indicated, until their authorization is cancelled by the Minister of Education.

(2) Unless prevented by the resolution of the Board of School Trustees, the Principal shall introduce next September the text-books newly authorized in 1908, 1909, 1910, and 1911.

NOTE 1.—Regulation 4 (1) above provides for the continued use of the text-books enumerated in Schedule D, in *all* or in *any* of the classes of a School, as the Course of Studies may require.

NOTE 2.—Should the publication of the revised edition of Wrong's *The British Nation* be delayed beyond the re-opening of the Schools, Principals are hereby directed, until it is ready, to use with the First Form, the Public School Histories of England and Canada, and, with the other Forms of the Lower and Middle schools, the authorized Histories of England and Canada, hitherto in use. For the latter purpose a resolution of the Board of School Trustees will not be necessary.

NOTE 3.—Principals who desire to retain any of the text-books in Schedule D for the sake of classes that already possess them, are hereby warned :

1. *That to enable them to do so they must secure the resolution of the Board of School Trustees on or before the date specified in* 4 (1) above, and

2. *That the resolutions passed in* 1910 *and earlier on this subject will not be valid for the School year of* 1911-1912 *and must be passed again.*

5. The Principal shall submit to the Inspector at his official visit a copy of the resolutions provided for in 3 and 4 (1) above, duly dated and certified by the Secretary of the Board.

6. For Religious Instruction, the Sacred Scriptures, or the Selected Scripture Readings of the International Bible Reading Association, or the Scripture Readings adopted by the Department of Education shall be used as prescribed by the Regulations of the Department of Education.

SCHEDULE A

Public Schools

Ontario Public School Arithmetic. The Robert Simpson Co., Ltd. $0.10
Ontario School Geography. Educational Book Company of Toronto, Ltd. (See Note 1.) ..... .65
Ontario Public School Grammar. Holland Linen Writing Paper Co. (*Authorized for the Fourth and Fifth Forms*) .10
Ontario Public School History of England. Morang Educational Co., Ltd. (*Authorized for the Fourth and Fifth Forms*) (See Note 1.) ..... .25
Ontario Public School History of Canada. Morang Educational Co., Ltd. (*Authorized for the Fourth and Fifth Forms*) (See Note 1.) ..... .25
Ontario Public School Hygiene. The Copp, Clark Co., Ltd. (*Authorized for the Fourth and Fifth Forms*) (See Note 1.) ..... .20
Ontario Public School Speller. The Copp Clark Co., Ltd. .15
Ontario Public School Composition. The Copp Clark Co., Ltd. .15
Ontario Copy Books, Five Numbers. E. H. Harcourt Co., Ltd. Each ..... .02
Ontario Writing Course. E. H. Harcourt Co., Ltd. (See Note 4.) ..... .05
Ontario Blank Copy Books. E. H. Harcourt Co., Ltd..... .02
Ontario Blank Drawing Book, No. 1. W. J. Gage & Co., Ltd. (See Note 3.) ..... .05
Ontario School Book-keeping. Educational Book Company of Toronto, Ltd. (See Note 5.) ..... .30

Ontario Readers.—*New Series.* The T. Eaton Co., Ltd.:
Primer ..... .04
First Book ..... .06
Second Book ..... .09
Third Book ..... .14
Fourth Book ..... .16

NOTE 1.—Pupils in Form III are not required to purchase text-books in History, Geography, or Hygiene. Readers, recommended by the Minister of Education and to be provided at the expense of the Boards of School Trustees in the School Libraries in sufficient numbers for the attendance, shall be used by the pupils instead.

NOTE 2.—No text-books are prescribed for pupils in Manual Training and Household Science. These subjects shall be taken up under the teacher, and suitable reference books provided in the library by the Board of School Trustees.

NOTE 3.—Drawing Books are no longer authorized. The subject shall be taken up by the teacher in accordance with the Course of Study.

NOTE 4.—The Ontario Writing Course contains headlines and is a pupil's manual of exercises for securing freedom and control of movement, as well as accuracy of form. It is designed to be used in connection with the Ontario Blank Copy Books, which have no headlines. The manual may be purchased by the pupils, or, better, purchased for their use by Boards of School Trustees as part of the school equipment.

NOTE 5.—The following are authorized for use in connection with the Ontario School Bookkeeping :

Ontario School Bookkeeping Blank and Ontario Pupils' Outfit in Business Papers, 20c. for both, or 12c. and 8c., respectively. Educational Book Company of Toronto, Ltd.

English-French Readers. The Copp, Clark Co., Ltd.:

First Reader, Part I.	$0.10
First Reader, Part II.	.15
Second Reader	.25
Third Reader	.35

English-German Readers. Supplied by The Copp, Clark Co., Ltd.:

Ahn's First German Book	.25
Ahn's Second German Book	.45
Ahn's Third German Book	.45
Ahn's Fourth German Book	.50
Ahn's First German Reader	.50

SCHEDULE B

Continuation and High Schools and Collegiate Institutes

English:

Ontario High School Reader. (*Revised Edition* of the Principles and Practice of Oral Reading) The Canada Publishing Co., Ltd.	$0.40
Ontario High School English Grammar. (*Revised Edition*) The Canada Publishing Co., Ltd.	.45
Elementary English Composition (Sykes). (*Authorized until the midsummer vacation of 1912*) The Copp, Clark Co., Ltd.	.40

History and Geography:

Ontario High School Physical Geography. Morang Educational Company, Ltd.	.60
Ontario School Geography. Educational Book Company of Toronto, Ltd.	.65
Ontario High School Ancient History. Morang Educational Company, Ltd.	.75
History of Dominion of Canada (Clement). The Copp, Clark Co., Ltd., and Methodist Book and Publishing House. (*Authorized until the midsummer vacation of 1912*) ...	.50
Ontario High School History of England. (*Revised Edition* of Wrong's *The British Nation*) Morang Educational Company, Ltd.	.65

Mathematics:

Ontario High School Arithmetic. (*Revised Edition*) The Hunter-Rose Company, Ltd.	.40
Hall and Knight's Junior Algebra. The Macmillan Company of Canada, Ltd.	.50
Ontario High School Geometry. The Copp, Clark Co., Ltd. (See Note 4.)	.40

Classics:

Ontario High School Latin Book (Latin Lessons for Beginners). Educational Book Company of Toronto, Ltd. $0.60
White's First Greek Book. Supplied by The Copp, Clark Co., Ltd. (*Authorized until further notice*) 1.25

Moderns:

High School French Grammar. The Copp, Clark Co., Ltd. (*Authorized until the midsummer vacation of 1912*) .... .60
Ontario High School French Reader. The T. Eaton Co., Ltd. .11
High School German Grammar. (*New Edition*) The Copp, Clark Co., Ltd. ..... .70
Ontario High School German Reader. William Briggs..... .13

Science:

Ontario High School Physics. The Copp, Clark Co., Ltd..... .90
Ontario High School Laboratory Manual in Physics. The Copp, Clark Co., Ltd. (See Note 1.) ..... .35
Ontario High School Chemistry. The Macmillan Company of Canada, Ltd. ..... .40
Ontario High School Laboratory Manual in Chemistry. The Macmillan Company of Canada, Ltd. (See Note 1.) .. .20

Book-keeping and Drawing:

Ontario School Book-keeping—First Course. Educational Book Company of Toronto, Ltd. (See Note 5.) ..... .30
Ontario School Book-keeping—Second Course. Educational Book Company of Toronto, Ltd. (*Authorized for the second and subsequent years of the High School Course*) .. 1.00
Ontario Blank Drawing Book, No. 2. W. J. Gage & Co., Ltd. (See Note 2.) ..... .05

NOTE 1.—(*a*) The Boards of Trustees shall provide in the School Library a supply of the Laboratory Manuals in Chemistry and Physics sufficient for class use by the pupils, who shall not be required to buy them.

(*b*) The High School Botany, Part II, is no longer authorized as a text-book. The Boards of Trustees shall provide in the School Library a supply of it, or of other Floras, sufficient for class use by the pupils, who shall not be required to buy them.

NOTE 2.—Drawing Books are no longer authorized. The subject shall be taken up by the teacher in accordance with the Course of Study.

NOTE 3.—Text-books are no longer authorized in Agriculture or Household Science. These subjects shall be taken up under the teacher, in accordance with the Course of Study, with suitable reference books provided in the School Library by Boards of Trustees.

NOTE 4.—A text-book in Elementary Plane Geometry is no longer authorized. The work shall be taken up by the teacher in accordance with the Course of Study, with reference books in the School Library provided by Boards of Trustees.

NOTE 5.—The price of any blank book specially prepared for exercises or for recording notes in Science or any other subject shall not exceed 25c. The following are authorized for use in connection with the Ontario School Book-keeping:

Ontario School Book-keeping Blank and Ontario Pupil's Outfit in Business Papers, 20c. for both, or 12c. and 8c., respectively.

SCHEDULE C

Special Prices of Books now Authorized

I. Public Schools

(1) The publisher shall sell *direct,* in any quantity, to any purchaser for use in Ontario, the following at 20 per cent. less than the maximum prices in Schedules A and B, the prices being net, and for single copies being as follows:

Ontario Readers.—*New Series.*	Primer	$0.04
	First Book	.05
	Second Book	.08
	Third Book	.12
	Fourth Book	.13
Ontario School Speller		.12
Ontario Copy Books, five numbers, each		.02
Ontario Public School Arithmetic		.08
Ontario School Geography		.52
Ontario Public School Grammar		.08
Ontario Public School Composition		.12
Ontario Public School History of England		.20
Ontario Public School History of Canada		.20
Ontario Public School Hygiene		.16
Ontario School Book-keeping		.24
Ontario Writing Course		.04
Ontario Blank Copy Books		.02
Ontario Blank Drawing Book		.04

NOTE.—The Ontario School Book-keeping Blank and the Ontario Pupil's Outfit in Business Papers, 16c.; respectively 10c. and 7c.

II. Continuation and High Schools and Collegiate Institutes

The publishers shall sell *direct,* in any quantity, to any purchaser for use in Ontario, the following at 20 per cent. less than the maximum prices in Schedules A and B, the prices being net, and for single copies being as follows:

Ontario High School Physical Geography	$0.48
Ontario High School Ancient History	.60
Ontario High School Arithmetic—*Revised Edition*	.32
Ontario School Book-keeping—First Course	.24
Ontario School Book-keeping—Second Course	.80
Ontario High School Chemistry	.32
Ontario High School Laboratory Manual in Chemistry	.16
Hall and Knight's Junior Algebra	.40
Ontario High School Latin Book (Robertson and Carruther's Latin Lessons for Beginners)	.48
High School German Grammar.—*Revised Edition*	.56
Ontario School Geography	.52
Ontario High School Geometry	.32
Ontario Blank Drawing Book, No. 2	.04
Ontario High School French Reader	.09
Ontario High School German Reader	.10

Ontario High School Physics	$0.72
Ontario High School English Grammar	.36
White's First Greek Book	1.00
Ontario High School History of England	.52
Ontario High School Reader	.32

NOTE.—The Ontario School Book-keeping Blank and the Ontario Pupil's Outfit in Business Papers, 16c.; respectively 10c. and 7c.

SCHEDULE D

Text-Books no Longer Authorized

The following text-books, which have hitherto been on the authorized list, are no longer authorized, except as provided by Regulation 4 (1) above:

I. Public Schools

A Modern Phonic Primer, Part I	$0.10
A Modern Phonic Primer, Part II	.15
The Public School Phonic Reader, Part I	.10
The Public School Phonic Primer, Part II	.15
Public School Drawing Course, each number	.05
Public School Copy Books, each number	.07
Public School Writing Course	.07
Practical Speller	.25
Public School Book-keeping	.25
Public School Agriculture	.30
Public School Domestic Science	.50
Public School Arithmetic	.25
Public School Algebra and Euclid	.25
Public School Geography	.75
Morang's Modern Geography	.75
Our Home and Its Surroundings	.40
Rose's Public School Geography	.75
Public School Grammar	.25
Morang's Modern English Grammar	.25
Public School History of England and Canada	.30
History of Dominion of Canada	.50
Duncan's History of the Canadian People	.50
Weaver's Canadian History	.50
Public School Physiology and Temperance	.25

II. Continuation and High Schools and Collegiate Institutes

English:

High School Reader	.50
The Principles and Practice of Oral Reading	.50
High School English Composition	.50
High School English Grammar.—*Old Edition*	.75
High School Composition from Models	.75

History and Geography:

High School Geography, Chase	$1.00
Myers' Ancient History, Greece and Rome, Canadian Edition	.75
Botsford's Ancient History for Beginners	1.00
Morang's Modern Geography	.75
High School History of England and Canada	.65
Wrong's The British Nation	1.00

Mathematics:

High School Arithmetic.—*Old Edition*	.60
Arithmetic for High Schools (DeLury)	.60
High School Algebra	.75
Elements of Algebra (McLellan)	.75
High School Euclid, by J. S. McKay *or* A. C. McKay and R. A. Thompson (Books I, II, III, 50 cents)	.75
Elementary Plane Geometry (Baker)	.50
Geometry for Schools, Theoretical (Baker)	.75

Classics:

First Latin Book and Reader	1.00
Primary Latin Book and Reader	1.00
Hagarty's Latin Grammar	1.00
High School Beginner's Greek Book	1.50

Moderns:

High School German Grammar and Reader.—*Old Edition*	1.00
High School French Grammar and Reader.—*Old Edition*	1.00

Science:

High School Chemistry	.50
High School Physical Science, Part I	.50
High School Physical Science, Part II	.75

Book-keeping and Drawing:

High School Book-keeping	.60
Commercial Course in Practical Book-keeping (Dickenson & Young)	.40
High School Drawing Course, each number	.10

SECTIONS OF SCHOOLS ACTS, 1909

Authorized Text-Books

HIGH SCHOOLS ACT

52.—(1) A teacher shall not use or permit to be used as a text-book in a High School any book except such as is authorized by the Regulations, and the Minister, upon the report of the inspector, may withhold the whole or any part of the legislative grant in respect of any High School in which any unauthorized book is so used.

(2) Subject to the Regulations, an authorized text-book in actual use in a High School may, with the written approval of the Board, be changed by the teacher for any other authorized text-book on the same subject. 1 Edw. VII., c. 40, s. 50.

PUBLIC SCHOOLS ACT

84.—An authorized text-book in actual use may be changed by the teacher for any other authorized text-book on the same subject with the written approval of the Board and subject to the Regulations. 1 Edw. VII., c. 39, s. 97 (1).

112. If a teacher negligently or wilfully permits an unauthorized book to be used as a text-book by the pupils of his school the Minister, on the report of the inspector, may suspend such teacher, and the Board may also deduct from his salary a sum equal to so much of the legislative grant as has been withheld on the account of the use of such book or any less sum at its discretion. 1 Edw. VII., c. 39, s. 97 (2).

99.—(1) Subject to the Regulations it shall be the duty of every Public School Inspector,

(*g*) To withhold his order for the amount apportioned from the legislative or municipal grant;

(iv) Where the teacher uses or permits to be used as a text-book any book not authorized by the Regulations;

and in every case to report to the Board and to the Minister his reasons for so doing.

GENERAL TEXT-BOOK REGULATIONS

Regulations 105, 106, and 107 of 1904 Amended

1. The copyright of every authorized text-book shall, where possible, be vested in the Department of Education. The publisher of an authorized text-book shall submit to the Minister of Education a sample copy of every edition for approval, and no edition of any text-book shall be considered as approved unless a certificate to that effect, in writing, has been issued by the Minister of Education.

2.—(1) Before any authorized text-book is placed on the market, the publisher thereof shall execute such agreements and give such security for the publication of such book as may be required by the Minister of Education. Any authorized text-book shall be subject at every stage of its manufacture to the inspection and approval of the Department of Education as regards printing, binding, and paper, and may be removed from the list of authorized text-books in case the publisher fails to comply with the regulations of the Department of Education.

(2) Every authorized text-book shall bear the imprint of the publisher, and shall show upon the cover the authorized retail price. No part of an authorized text-book shall be used for advertising purposes, and no change shall be made in the letter press, binding, or paper of any authorized text-book without the consent of the Minister of Education.

July, 1911.

SCHOOL CADET CORPS

(Instructions No. 10)

Classes in Military Instruction

In accordance with the provisions of sections 10 of the High Schools Act and 74 of the Public Schools Act, 1909, any High School or Collegiate Institute or Public School Board may establish classes in military instruction, and shall be entitled to an annual grant of $50, under conditions detailed in the above section, and regulations as to examination and inspection prescribed by the Department of Education.

In order that the conditions and regulations for the establishment of companies of High School Cadets might be in harmony with the military tactics sanctioned by the Militia Department, the Minister of Education submitted draft regulations to the Minister of Militia for his consideration. After consultation with the High School Inspectors and the officers of the Militia Department, the following regulations, which contain the conditions upon which the grant is to be paid, were approved:—

General

1. School cadet corps may be formed for instruction in military drill and training in the High Schools or Collegiate Institutes, or Public Schools, but such corps shall on no account be employed in active service.

2. Application for permission to form a company shall be sent to the Minister of Education for Ontario for transmission to the Minister of Militia and Defence.

3. The following will be supplied to each company, free of charge, by the Department of Militia, on application through the Minister of Education:

(*a*) *Arms.*—One rifle, .303 Ross Mark II* complete with pull through, per cadet for drill purposes and target practice with .303 Service Ammunition, and a proportionate number of Ross Rifles, Mark I for miniature target practice with the Standard Gallery cartridge.

(*b*) *Equipment.*—One waist belt, brown leather, per cadet.

(*c*) *Clothing.*—One soft felt hat per cadet.

(*d*) *Ammunition.*—Gallery ammunition at the rate of 50 rounds for each cadet over 15 years of age, if available, will be issued free on indent. A free issue of 50 rounds of service ammunition for cadets over 15 years of age will also be made annually.

4. The Board of Trustees shall undertake by writing under its seal and the hands of its chairman and secretary that it will, when duly required, return in good order to the Department of Militia and Defence, all the arms, accoutrements and other stores entrusted to it, or in default make good the value of all deficiencies therein.

5. The Board of Trustees shall provide a suitable room, fitted with lock-up arm racks, to be used as an armory, and shall satisfy the Department of Militia that the arms and accoutrements will receive proper care.

6. A company or corps shall consist of not less than 30 young men actually attending a High School, Collegiate Institute or Public School. Age on enrolment to be between 12 and 18 years. Cadets on reaching the age of 18 may continue as such provided no unit of the Officers' Training Corps has been established in connection with the educational institution they are attending.

7. On or before the first day of November, the Board of Trustees shall send to the Minister of Education, for transmission to the Department of Militia, a roll signed by the then existing members of the Corps or Company, together with recommendations, on Militia Form B 287, for the appointment of a captain and two lieutenants per company. As vacancies occur among the officers the Board of Trustees will recommend others to succeed them. The Board will also maintain a company roll of not fewer than 30 members.

8. The Board of Trustees shall see that the members of its company are provided with a uniform forage-cap, or other military head dress, as may be preferred. If the rest of the uniform is provided, it may be composed of scarlet, blue, grey, or rifle-green tunic or Norfolk jacket, with blue, black, grey or rifle-green trousers. The uniform, or any part thereof, provided, shall be subject to the approval of the Minister of Militia. "Clothing of any pattern worn by cadets in foreign countries, foreign uniform or any imitation thereof, will not be allowed."

9. The company shall be instructed in the course contained in the sections of the authorized Infantry Drill and Rifle Exercises detailed below. This instruction shall form part of the regular course in the school and suitable days and hours shall be specified therefor in the regular time table of the school. Regular attendance and proper discipline shall be enforced by the principal of the school.

10. The Board of Trustees shall permit the inspection and examination of the arms and accoutrements, and of the cadet company, at any time, by any officer who may be detailed for that duty by the Minister in Militia Council.

Qualifications of Instructors

11. The Instructor of each cadet company shall be either a school teacher holding a cadet instructor's certificate, or an officer of the Active Militia or on the retired list or a non-commissioned officer of the militia, qualified as a Sergeant at a Royal School of Military Instruction, or any creditably discharged non-commissioned officer from His Majesty's Imperial Forces or from the Permanent Force of Canada.

Course of Instruction

12. The Course of Instruction to be taken up by each Company of the Ontario School Cadet Corps shall be divided into two classes, one for "Recruits" and the other for "Trained Cadets." Text-book for both to be the latest (1905) edition of "Infantry Training" and of the "Appendix to Training Manuals." "Recruits" will receive instruction in—

(*a*) Infantry Training, Part I, Squad Drill (sections 5 to 11, 13 to 33 and 4 to 44), Skirmishing (sections 45 to 58) each inclusive.

(*b*) Rifle Exercises (Appendix to Training Manuals, Chap. I): the order; slope from the order; order from the slope; present from the slope (or from the order); slope (or order) from the present; inspecting arms on parade; paying compliments with arms; stand at ease; attention from stand at ease; trail from the order; order from the trail; short trail; grounding and taking up arms; if issued with bayonets, fixing and unfixing same.

(*c*) Musketry Instructions (Appendix to Training Manuals, Chap. II): care of arms; description of arms and ammunition; the theory of rifle fire and its practical application; musketry exercises; judging distance (up to 600 yards).

(*d*) Physical Training (Appendix to Training Manuals, Chap. IV): marching; hopping on one foot; hopping on left and right foot alternately; rapid march-

ing; double march; opening the ranks; knees bending and stretching; arms bending and stretching; pressing from the ground; arms swinging; chest expanding.

"Trained Cadets" will be instructed in—

(*e*) Target practice, with ball ammunition.

(*f*) Infantry training—

Part II, Training of the Company (omit sections 63 and 70); Skirmishing (section 76); Attack practice (sections 77 to 81); Defence practice (section 82); Scouting (sections 87 to 89 inclusive).

Part IV, company in attack (section 150), and in defence (sections 169 and 170).

Part VI, ceremonial (sections 184 to 186 inclusive).

And for corps which consist of two or more companies—

Part III, battalion drill (sections 91 to 99; 101 and 102; 108 to 112 inclusive).

Part VI, reviews (sections 188 to 191 inclusive).

In addition to the subjects enumerated in the preceding paragraphs:—

(*g*) "Trained Cadets" should constantly undergo physical training with and without arms, and with such apparatus as may be available. (Appendix to Training Manuals, Chap. IV.)

(*h*) They should receive occasional lectures on minor tactics. field fortifications, etc.

(*i*) Shelter trench exercises and camping arrangements may be practised voluntarily.

(*j*) Signalling and field sketching may be taken up as special subjects.

Inspection and Examination of Companies

13. In may or June of each year, an officer, detailed for this duty by the Minister in Militia Council, shall examine and inspect each company and its arms and accoutrements, and shall report the result to the Adjutant General of Militia. On the report of the Minister of Militia to the Minister of Education for Ontario, that such inspection and examination have been satisfactory, the Minister of Education shall pay the sum of $50 for the current year to the Board of Trustees concerned, provided that at least 25 of the Cadets in a High School or Collegiate Institute are 16 years of age or over; and in a public school at least 25 are 14 years of age or over.

High School Cadet Instructors' Certificates

14. (1) In order to afford School Teachers an opportunity of qualifying themselves to act as instructors of cadet companies, a special course of instruction is provided in Toronto and London in July, lasting about one month. Details as to dates and other arrangements will be supplied by the Department of Education on or about the first of May. Teachers attending will be drilled by instructors from the Regimental Depot. At the close of the course, teachers in attendance, and such other teachers as may present themselves, will be examined by an officer of the Militia Department. Each successful candidate will be granted a special certificate, to be called "School Cadet Instructor's Certificate."

(2) The course of instruction for the certificate shall be as follows:—

Syllabus for Cadet Instructors—

Musketry.—A general knowledge of the subject, and to include:

(a) Parts of the rifle.
(b) Care of Arms.
(c) Rules for aiming.
(d) Triangular system of aiming.
(e) Sub-target gun; its uses, how to erect and adjust it, and how to correct its common failures.
(f) Range discipline. How to conduct "a sheet," and knowledge of all range duties.
(g) To qualify in shooting as laid down for subaltern officers.

Drill.—

(a) Squad drill.
(b) Skirmishing.
(c) Rifle exercises.
(d) Firing exercises.
(e) Company drill.
(f) Handling of a company in a battalion,
(g) Physical exercises as used in Public Schools.

General.—

(a) Map reading, to include drawing of conventional signs.
(b) Reports and orders.
(c) Scouting, to include handling of small patrols.
(d) Company in attack and defence.
(e) Advanced, flank and rear guards.
(f) Outposts.
(g) Hasty entrenchments.
(h) Military law, as for subaltern officers.
(i) Interior economy.
(j) Duties.
(k) Organization of the Canadian Militia.
(l) A general lecture on signalling and maxim gun.
(m) A lecture on military history, tactics and strategy, recommending books to be read.

(3) Syllabus for School Teachers, Grade "A" Certificate. The same as for Cadet Instructors.

(4) Syllabus for School Teachers, Grade "B" Certificate.
Ability to teach the exercises in "Syllabus of Physical Exercises for Schools."

(Published by the Executive Council Strathcona Trust, and printed by the Copp, Clark Co., Limited, Toronto. Price, 25 cents.)

(5) Syllabus for School Teachers. "Attendance Certificate."

To attend a Course of Instruction in "Syllabus of Physical Exercises for Schools," and to be able to perform the exercises.

June, 1911.

THE STRATHCONA TRUST

(Instructions No. 10½)

Physical Training and Drill are included in the Courses of Study in the Schools of the Provinces of Canada, and Lord Strathcona has donated a sum of money and placed it at the disposal of a Committee which has been called "The Strathcona Trust." The interest on the money invested is to be annually divided between the Provinces, according to their respective populations, and would result in each getting approximately the following percentage:—

Ontario	38 %
Quebec	29 %
New Brunswick	5.8%
Nova Scotia	8 %
Prince Edward Island	1.8%
Manitoba	6 %
British Columbia	3.2%
Alberta	3.2%
Saskatchewan	5 %

The Fund is intended as a stimulus or inspiration to the teachers and scholars in the above mentioned Courses of Instruction.

The general regulations of the Strathcona Trust for Canada provide that 50 per cent. of the whole amount for each Province shall be given for physical training in the schools under the Department of Education; thirty-five per cent. for Military Drill, and fifteen per cent. for Rifle Shooting.

Of the $4,000 allotted to Ontario, $800, as stated below, is apportioned to the High Schools; the balance, $3,200, is for the Public and Separate Schools: $1,600 of the $3,200 is to be given on account of Physical Training; $1,120 for Military Drill, and $480 for Rifle Shooting.

The attention of the Public School Inspectors is especially drawn to the regulations regarding the awarding of the prizes. The matter should, therefore, be brought to the notice of the Teachers' Association, so that a Committee could be appointed and a decision arrived at regarding the mode of competition and the means of carrying the same into effect. The result of the competition should be forwarded to the Deputy Minister of Education, immediately after the event, so that action may be taken by the Local Committee of the Strathcona Trust for awarding the prizes.

The Local Committee of the Strathcona Trust for Ontario has recommended that $800 out of the $4,000 set apart in 1911 for Ontario shall be given to the High Schools: $300 for Physical Training; $425 for Military Drill, and $75 for Rifle Shooting. The balance in each department will be divided proportionally between the Public and Separate Schools on the basis of attendance.

The High School Inspectors and the Separate School Inspectors will decide on a plan for using the amounts set apart for High and Separate Schools respectively. The amount to the credit of the Public Schools will be divided among the different inspectoral districts of the Province proportionally on the basis of the attendance.

The following regulations, which have been adopted by the Local Committee of the Strathcona Trust for Ontario, are accepted by the Minister of Education for the Public, Separate and High Schools of Ontario.

Physical Training

1. That such proportion of the amount placed to the credit of the Province of Ontario each year for Physical Training, as may be decided by the Local Committee of the Strathcona Trust, shall be set apart for High Schools, and the balance shall be divided proportionally between the Public and Separate Schools on the basis of the registered school attendance, as contained in the last published report of the Minister of Education.

2. That in case there is in any county or city no system of Physical Training approved by the Local Committee of the Strathcona Trust for the Province, the share of such municipality shall be retained by the Local Committee of the Strathcona Trust for the Province, to be used in such ways as, in the opinion of the said Local Committee, will best promote Physical Training in the schools of the Province.

Public Schools

(*a*) That a standing committee on Physical Training be appointed by the Teachers' Association in each inspectoral district, of which the inspector shall be convener.

(*b*) That a special prize or trophy be offered for the best class in the county or city.

(*c*) That two prizes, first and second, be offered for the best classes in each township.

(*d*) That cities may be divided into districts, and prizes be given for each district.

(*e*) That a medal or trophy be awarded to the teacher of the class or school winning first prize in a county, township, city or district competition.

(*f*) That the judges in competitions in Physical Training be appointed by the Executive Committee of the county or city Teachers' Association, provided that no person connected with the schools in the county or city, either as trustee or teacher, taking part in the competition, may be a judge.

(*g*) That county and township competitions for trophies should be conducted in connection with the county and township fairs.

(*h*) That the competitions each year be based on the portions of the authorized text-book* on Physical Training selected by the Local Committee of the Strathcona Trust for the Province.

(*i*) That in addition to the trophies awarded for proficiency in physical exercises, prizes be awarded by Inspectors to the schools that reach the highest standing in the hygienic and sanitary conditions that promote most fully the health and physical development of pupils.

High Schools

1. That a standing committee on Physical Training be appointed, composed of the High School Inspectors, of which the inspector who is senior by reason of length of service shall be convener.

2. That the committee shall make its recommendation and base its awards according to the provisions regarding Public Schools, so far as they can be made applicable to the High Schools and Collegiate Institutes.

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* "The Syllabus of Physical Exercises" is published by the Copp, Clark Co., Limited, Toronto.

Separate Schools

1. That a standing committee on Physical Training be appointed, composed of the Separate School Inspectors, of which the inspector who is senior by reason of length of service shall be convener.

2. That the committee shall make its recommendations and base its awards according to the provisions regarding Public Schools, so far as they can be made applicable to the Separate Schools.

Military Drill

1. That such proportion of the amount placed to the credit of the Province of Ontario each year for military drill, as may be decided by the Local Committee of the Strathcona Trust, shall be set apart for High Schools, and the balance shall be divided proportionally between the Public Schools and the Separate Schools, on the basis of the registered school attendance, as contained in the last published report of the Minister of Education.

2. That in case there is in any county, or city, no cadet system, or other form of Military Training, approved by the Local Committee of the Strathcona Trust for the Province, the share of such municipality shall be retained by the Local Committee of the Strathcona Trust for the Province, to be used in such ways as in the opinion of the said Local Committee will best promote Military Drill in the schools of the Province.

3. That trophies and medals be awarded to schools and teachers on a plan similar to that recommended for Physical Training.

4. That the judges in drill competitions be chosen by the senior commanding officer of Militia units in the counties and cities in which the competitions are to be held.

5. That a prize be given to each cadet company recommended by the Inspecting Officer of the Department of Militia, at the annual inspection, as entitled to the prize. The Inspecting Officer shall base his decision on number enrolled, proficiency in drill, care of arms and accoutrements, and on the general discipline and bearing of the cadets.

6. That in rural districts, two or more school sections be allowed to unite, for the purposes of Military Drill, under the direction of the Inspector of Schools, who shall authorize such unions equitably on the basis of school attendance.

Rifle Shooting

1. That the amount placed to the credit of the Province each year for Rifle Shooting be divided in the same manner as in the case of Physical Training and Military Drill.

2. That the share of any county or city in which the pupils do not practise rifle shooting shall be retained by the Local Committee of the Strathcona Trust of the Province, to be used in the way that in the opinion of the Committee will best awaken an interest in Rifle Shooting, and secure its universal introduction into the Schools of all parts of the Province.

3. That the Militia authorities in each district be requested to co-operate with the special committee appointed by the Teachers' Association to promote an interest in Rifle Shooting by Cadets, to provide suitable places for practice, and to make the necessary arrangements for scorers and officials to conduct practices and matches properly.

(Matches and practices shall be conducted under the Militia Regulations.)

4. That in addition to practices and matches at miniature ranges, cadets have the opportunity of shooting at regular ranges, with regular service ammunition.

5. That groups of counties be encouraged to hold district matches between selected teams chosen from the best cadet marksmen in each county, and that in such matches each member of the winning team shall receive a medal or badge.

(Regulations of Cadet Corps to govern.)

June, 1911.

THE STRATHCONA TRUST

(Instructions No. 10a)

A Cadet Corps may be established in connection with a Public School, according to the Regulations of the Department of Education, as contained in the circular of Instructions No. 10, and military drill would then be given in the school. The Public School Regulations require that exercises in physical culture shall be given in connection with the course of study. For this the teachers of the school require no military certificate. The pupils may, therefore, acquire a knowledge of drill and receive instruction in physical culture in every school.

As already intimated in the circular of Instructions No. 10½, Lord Strathcona has established a Fund, the interest of which will be disposed of by the Strathcona Trust Committee for distribution to the Provinces of the Dominion, as special awards or prizes in connection with physical training, drill, and rifle shooting.

The sum of $4,000.00 has been allotted to Ontario for 1911, and has been divided between the Public, Separate, and High Schools, in accordance with the provisions of the regulations of the local committee of the Strathcona Trust for Ontario. The Public School portion has been subdivided among the several inspectorates.

The amounts available for your Inspectorate under the three headings are as follows:—

Physical Training ..... Military Drill ..... Rifle Shooting .....

The competitions in physical training, as stated in the Regulations, are to be based on the courses contained in the syllabus of physical exercises*; and as no special portions of the book have been selected, it is open to each county committee to arrange the competition this year as in its judgment seems best.

The Executive Committee of the Teachers' Association is the body appointed to arrange and carry into effect the competition in physical training in each Inspectorate.

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* Syllabus of Physical Exercises for Schools, published by the Executive Council, Strathcona Trust, Ottawa. A copy has been furnished to every school in the Province.

On the receipt of the report of the Committee that the competition has been arranged for, and will be carried into effect this year, the amount for your Inspectorate will be forwarded to the Treasurer of the Committee.

The awards for military drill and rifle shooting are to be made on joint action by the School Inspector, the Executive Committee of the Teachers' Association, and the Officers of the Militia, as provided by the regulations.

It will be necessary for your Committee to come to a conclusion immediately as to whether any action can be taken in your Inspectorate this year, and to notify the Deputy Minister of Education without delay, so that it may be known if the funds placed at the Committee's disposal will be used or revert to the general fund in any or all of the three competitions.

October, 1911.

TO PUBLIC SCHOOL INSPECTORS

In order that teachers might familiarize themselves with the "Syllabus of Physical Exercises for Public Elementary Schools" a copy was sent from Ottawa to the Secretary of each School Board by the Secretary of the Executive Council of the Strathcona Trust. That book forms the basis of the course in physical culture in the schools.

With the object of giving teachers a practical knowledge of the subject, provision will be made for a course of instruction to be given at convenient centres throughout the Province by competent instructors from the Department of Militia and Defence.

Ontario is divided into three military districts, and it has been suggested as a foundation for the scheme that the central one, under the command of the district officer at Toronto, could have centres for instruction at Toronto, Hamilton, Brantford, Owen Sound, Orangeville, St. Catharines, Niagara Falls, Barrie, Orillia, and Collingwood, and possibly forty teachers at least could find it convenient to meet for instruction at each place.

The officer who will give instruction would meet the convenience of the teachers by conducting classes immediately after the schools close in the afternoon, and also in the evenings and on Saturdays, if desired. Separate classes of instruction, on the same day at different hours, could be given to male and female teachers.

The courses will commence soon after the first of January, at dates to be decided on.

It will be necessary for each Inspector to ascertain and report to this Department immediately how many teachers could meet at a central place or places in his Inspectorate, and what building or hall would be placed at the disposal of the instructor by the local authorities for the accommodation of the classes.

Provision will be made at a later date for special courses, probably during the summer, for those who are at a distance and cannot take advantage of the instruction at a central locality.

There will be no fees in connection with the instruction. All accommodation, including heating, lighting, etc., required at each centre must be provided by the local authorities, and each Inspector is requested to arrange for this.

It might be found that teachers could conveniently go to a centre outside their own inspectorate, and, therefore, Inspectors should communicate with each other, where such a course is deemed desirable, in order to secure a sufficient number of teachers to form a centre.

The number of instructors is limited and, therefore, it may not be found possible to meet the suggestions that may be made by Inspectors; but it is desirable that the names of all centres, where say forty teachers could be conveniently assembled, should be stated and then the best arrangements possible will be decided upon at this Department.

As every teacher must be competent, within a reasonable time, to give instruction in physical culture, it is assumed that all who can conveniently attend these courses will gladly avail themselves of the opportunity.

Your reply is required not later than the 30th inst.

December 12th, 1911.

PATRIOTIC PROGRAMMES

For October, November, December, 1911; January, February, March, April and May, 1912

Issued by the Imperial Order Daughters of the Empire, with the approval of the Minister of Education for use in Schools on the last Friday of each Month

OCTOBER

Edward VII

"Circled by steel and fire,
Guarded by sword and lance
From frenzy and vengeance dire,
The kings of the earth advance.
But haply their fears might cease
If they looked on his pall above,
Who walked on his way in peace,
Secure in the whole world's love."

1. Why is the Sovereign the one universally uniting element of the British Empire?
2. Tell how King Edward's wonderful powers of conciliation and his friendly personal relations with all the rulers of Europe secured to him the title of Edward the Peace-Maker.
3. Tell how His late Majesty's activity in promoting charities, art, science, national sport and public enterprise has been a stimulus to the social advancement of the world.

Readings

"Life of King Edward VII." . . . . . Hopkins
"Public Life of Prince and Princess of Wales" . . . . Hopkins

NOVEMBER

Rt. Hon. Sir John A. Macdonald

"Sing me the song of her fertile prairies,
League upon league of her golden grain;
Comfort housed in the smiling homestead—
Plenty throned on the lumbering wain."

1. Describe Sir John A. Macdonald's work as one of the chief fathers of Confederation. Name at least three others.
2. What great railway was built when he was Premier, and how did it help the natural development and unity of Canada?
3. Explain the significance in Canadian affairs of the statement by Sir John in 1891 "A British subject I was born, a British subject I will die."

Readings

"Life of Sir John Macdonald" . . . . . Pope
"Our Story of the Dominion" . . . . . Hopkins

DECEMBER

The Earl of Beaconsfield

"When our Imperial legend shall have fired
The lip of sage and poet, and when these
Shall to an undispersing audience, sound
No sceptred name so winningly august
As thine, my Queen, Victoria the Beloved."

1. Why was Benjamin Disraeli, Earl of Beaconsfield, considered a great leader in British politics?
2. What was the effect in India of Queen Victoria assuming the title of Empress of India during his Premiership?
3. Tell how the Earl of Beaconsfield returned from the Congress of Berlin bringing peace and honour to England, and how he secured the Suez Canal for Great Britain.

Readings

"Life of Lord Beaconsfield" . . . . . Kebbel
"The Earl of Beaconsfield" . . . . . Monypenny

JANUARY

The Earl of Cromer

"The onward foot of Knowledge, slow, sublime,
Has traversed her and set her children free,
And peaceful commerce heals the wounds of Time,
And the long history of blood and pain
Comes nevermore again."

1. What was the condition of Egypt and the Soudan at the beginning of the British occupation of that region, and what assistance did the British troops receive from the Canadian voyageurs in 1884?
2. Give some account of the marvellous development of Eygpt's material resources and the well-being of her people under British rule.
3. Why is Lord Cromer known as the "Father of Modern Egypt"?

Readings

"Lord Cromer in Egypt" . . . . . Gorst
"Modern Egypt" . . . . . Cromer

FEBRUARY

Rudyard Kipling

"He walked our streets, and no one knew
That something of celestial hue
Had passed along; a toil-worn man
Was seen—no more; the fire that ran
Electric through his veins, and wrought
Sublimity of soul and thought
And kindled into song no eye
Beheld."

1. Give some idea of the value of poetry as a national inspiration; has it assisted in drawing the different countries of the Empire together?
2. Why is Kipling called the poet of the Empire?
3. Recite at least one verse of the "Recessional."

Readings

"Kim" . . . . . Kipling
"The Jungle Books". . . . . Kipling

MARCH

Rt. Hon. Richard John Seddon

"The wandering mariner, whose eye explores
The wealthiest isles, the most enchanting shores,
Views not a realm so beautiful and fair
Nor breathes the spirit of a purer air."

1. Compare the climates and the seasons of Australia and New Zealand with those of Canada.
2. Give a little sketch of Mr. Seddon's career from digger's hut to Privy Council.
3. How did he work for the consolidation of the British Empire?

Readings

"Britain Overseas" . . . . . Parrott
"The Empire and the Century" . . . . . Goldman

APRIL

Rt. Hon. Louis Botha

"The summons has come with roll of drum and bugles ringing shrill,
Startling the prairie antelope and the grizzly of the hill;
'Tis the voice of the Empire calling, and the children gather fast
From every land where the cross-bar floats out from the quivering mast."

1. Our kith and kin fought and died in South Africa. Should not the reconstruction of this country appeal to Canadians?

2. Tell of the part Botha took in the South African war, and how he afterwards proclaimed the whole-hearted adhesion of the Transvaal to the British Empire.
3. How has he worked under British rule for peace and unity regardless of racial differences?

Readings

"The Transvaal from Within" . . . . . Fitzpatrick
"Our Empire Story" . . . . . Marshall

MAY

Admiral Lord Charles Beresford

"Yo ho; then give me a right good craft and crew
And I'll contented be;
For there's no tack in the whole wide world
Like a life on the rolling sea."

1. Tell briefly how the discipline, skill and courage of the Royal Navy protect the trade and the communications of the widely extended British Empire.
2. Give a brief account of how Lord Charles Beresford rose from a cadetship to the supreme command of the greatest naval force that ever sailed the seas.
3. Tell of the part that H.M.S. *Condor* played under the command of Lord Charles Beresford at the bombardment of Alexandria.

Readings

"The Romance of the Mighty Deep" . . . . . Gibbord
"Brassey's Naval Annual" . . . . . Brassey

October, 1911.

OFFICIAL CALENDAR FOR THE YEAR 1912

(Form 94)

TEACHING DAYS FOR 1912

High Schools and Public Schools, and Separate Schools in cities, towns and incorporated villages have the following number of teaching days in 1912:

DATES OF OPENING AND CLOSING

Open	3rd January	Close	4th April
Reopen	15th April	Close	28th June
Reopen	3rd Sept.	Close	20th December

January	21	July	
February	21	August	
March	21	September	20
April	16	October	23
May	22	November	21
June	19	December	15
	120		79
		Total	199

Rural Separate Schools have the following number of teaching days in 1912:

DATES OF OPENING AND CLOSING

Open	3rd January	Close	4th April
Reopen	15th April	Close	28th June
Reopen	19th August	Close	20th December

January	21	July	
February	21	August	10
March	21	September	20
April	16	October	23
May	22	November	21
June	19	December	15
	120		89
		Total	209

NOTE.—Christmas and New Year's holidays (21st December, 1912, to 2nd January, 1913, inclusive), Easter holidays (5th April to 14th April, inclusive), Midsummer holidays (from 29th June to 2nd September, inclusive; Rural Separate Schools, 29th June to 18th August, inclusive), all Saturdays and Local Municipal Holidays, Dominion or Provincial Public and Fast or Thanksgiving Days, Labour Day [1st Monday (2nd) of Sept.], Victoria Day, the anniversary of Queen Victoria's Birthday (Friday, 24th May), and the King's Birthday (Monday, 3rd June), are holidays in the High, Public and Separate Schools, and no other days can be deducted from the proper divisor. The above-named holidays are taken into account in this statement, so far as they apply to 1912, except any Public, Fast, or Thanksgiving Day, or Local or Municipal holiday. Neither Arbor Day nor Empire Day is a holiday.

OFFICIAL CALENDAR

The italicized portions in parentheses give the wording of the law and regulations as the authority for the dates.

January:

1. NEW YEAR'S DAY (Monday).
   By-laws for establishing and withdrawal of union of municipalities for High School purposes to take effect. [H. S. Act, sec. 6 (1) (2)]. (*1st January.*)
3. High, Public and Separate Schools open. [H. S. Act, sec. 51; P. S. Act, sec. 7; S. S. Act, sec. 81]. (*3rd day of January*).
   Provincial Normal Schools open (Second term).
   First meeting of Rural School Trustees. [P. S. Act, sec. 68 (1)]. (*Wednesday following the annual meeting.*)
   Polling day for trustees in Public and Separate Schools. [P. S. Act, sec. 60 (c); S. S. Act, sec. 31 (3)]. (*1st Wednesday in January*).
4. First meeting of Municipal Boards of Education. (*Thursday after first Monday in January*). [B. of E. Act, sec. 9].
5. Truant Officers' Reports to Department, due. (*Not later than 5th January*).
6. Principals of High Schools and Collegiate Institutes to forward supplementary report *re* changes on staff, etc. (*Not later than 7th January.*)
8. Appointment of High School Trustees by Municipal Councils others than County. [H. S. Act, secs. 14, 21 (1); see also Mun. Act, secs. 259, 587]. (*2nd Monday in January*).
   Annual meeting of Rural Municipal Public Library Associations. (*2nd Monday in January*). [P. L. Act, sec. 19 (4)].
9. Clerks of Municipalities to be notified by Separate School supporters of their withdrawal. [S. S. Act, sec. 47 (1)]. (*Before 2nd Wednesday in January*).

13. Annual Report of Boards in cities and towns to Department, due. (*Before 15th January*).
Secretaries of Rural School Boards to notify Inspector and Municipal Clerk of names and post office address of Trustees and Teachers. (*Before 15th January*). [P. S. Act, sec. 76 (c)].
15. Trustees' Annual Reports to Inspectors, due. [P. S. Act, sec. 76 (e); sec. 118]. (*On or before 15th January*).
Annual Reports of Kindergarten attendance, to Department, due. (*Not later than 15th January*).
Annual Reports of Separate Schools, due. [S. S. Act, sec. 28 (18); 33 (9)]. (*On or before 15th January*).
Annual Reports from High School Boards and from Continuation Schools, to Department, due. [H. S. Act, Sec. 24 (1)]. (*On or before 15th January*).
17. First meeting of Public School Boards in cities, towns and incorporated villages. [P. S. Act, sec. 67 (1)]. (*3rd Wednesday in January*).
23. Appointment of High School Trustees by County Councils. [H. S. Act, secs. 14, 21 (1); see also Mun. Act, 259, 587]. (*4th Tuesday in January*).
31. Rural Boards of Trustees may appoint Truant Officer if Township Council neglects to. (*Council to appoint before 1st February*). [Truancy Act, sec. 7 (5)].

February:

1. Inspectors' Annual Reports to Department, due. (*On on before 1st February*).
7. First meeting of High School Boards and Union Boards of Education. [H. S. Act, sec. 22 (1)]. [B. E. Act, sec. 16]. (*1st Wednesday in February*).
15. Public Library Board to submit estimate to Municipal Council of several sums required. (*On or before 15th February*). [P. L. Act, sec. 10].

March:

1. School Boards in unorganized Townships to appoint Assessors. (*Not later than 1st March*). [P. S. Act, sec. 34 (1)].
Financial Statements of Teachers' Association to Department, due. (*On or before 1st March*).
Separate School supporters to notify Municipal Clerks. [S. S. Act, sec. 42 (1)]. (*On or before 1st March*).
21. Normal School Final Examination for Grade A Students begins.
29. Night Schools close (Session 1911-1912). Reg. 12. (*Close 31st March*).

April:

1. Returns by Clerks of counties, cities, etc., of population, to Department, due. [P. S. Act, sec. 40]. (*On or before 1st April*).
3. Normal Schools close before Easter Holidays.
4. High Schools, second term, and Public and Separate Schools close. [H. S. Act, sec. 51; P. S. Act, sec. 7; Sep. Sch. Act, sec. 81]. (*Thursday before Easter Sunday*).
5. Good Friday.
8. Easter Monday.

9. Annual meeting of the Ontario Educational Association at Toronto. (*During Easter Vacation*).
15. Reports on Night Schools due (Session 1911-1912). (*Not later than the 15th April*).
High Schools, third term, and Public and Separate Schools open after Easter Holidays. [H. S. Act, sec. 51; P. S. Act, sec. 7; S. S. Act, sec. 81]. (*Second Monday after Easter Sunday*).
16. Normal Schools open after Easter Holidays.
19. Notice by candidates for Junior High School Entrance and Junior Public School Graduation Diploma Examination, to Inspectors, due. (*Before April 20th*). High School Regulation 15, Public School Regulation 19 (7) (d).
24. Inspectors report number of candidates for Junior High School Entrance and Junior Public School Graduation Diploma examinations (*Not later than April 24th*). High School Regulation 16.
30. Notice by candidates to Inspectors due for Senior High School Entrance, Senior Public School Graduation Diploma and the Model School Entrance examinations and the Lower School Examination for Entrance into the Normal Schools and Faculties of Education (*before May 1st*). High School Regulations, Page 55, and Public School Regulation 19 (7) (c).

May:

1. University of Toronto Examinations in Arts, Law, Pharmacy, Music and Agriculture begin.
2. Inspectors report number of candidates for Senior High School Entrance, Senior Public School Graduation Diploma and the Model School Entrance examinations and the Lower School examination for Entrance into the Normal Schools and Faculties of Education.
3. Arbor Day. (*1st Friday in May*).
14. Notice by candidates to Inspectors due for the following examinations—The Middle School examination for Entrance into the Normal Schools, The Upper School examination for Entrance into the Faculties of Education, the Pass and Honour Matriculation examinations (*before May 15th*)—High School Regulations, Page 55.
16. Inspectors report number of candidates for above examinations. (*Not later than May 16th*).
23. Empire Day. (*1st School day before 24th May*).
24. Victoria Day (*Friday*).
31. Assessors to settle basis of taxation in Union School Sections. [P. S. Act, sec. 29 (1)]. (*Before 1st June*).

June:

1. Collectors in Unorganized Townships to report to Sheriff uncollected rates for previous year. (*On or before 1st June*). [P. S. Act, sec. 37 (3)].
Assessors in Unorganized Townships to return assessment roll. (*Not later than 1st June*). [P. S. Act, sec. 34 (4)].
Public and Separate School Boards to appoint representatives on the High School Entrance Boards of Examiners. [H. S. Act, sec 46 (b)]. (*On or before 1st June*).

By-law to alter School boundaries or form Consolidated School Sections—last day of passing. [P. S. Act, sec. 15 (2)]. (*Not later than 1st June*).

3. King's Birthday (*Monday*).
10. Senior High School Entrance and Senior Public School Graduation Diploma examinations, and the examination for Entrance into the Model Schools begin.
11. The Lower School examination for Entrance into the Normal Schools and into the Faculties of Education begins.
12. Upper School examination for Entrance into the Faculties of Education begins.
13. University Matriculation examination begins.
    Normal School Final examination begins.
17. University Commencement.
    Junior Public School Graduation Diploma examination begins.
19. Junior High School Entrance examination begins.
21. Provincial Normal Schools close.
22. Inspectors' report on Legislative grant due. (*Not later than 22nd June*).
24. Middle School examination for Entrance into the Normal Schools begins.
28. High, Public and Separate Schools close. [H. S. Act, sec. 51; P. S. Act, sec. 7.] (*End on 29th June*). [S. S. Act, sec. 81]. (*End on 30th June*).
29. Protestant Separate School Trustees to transmit to County Inspectors names and attendance during the last preceding six months. [S. S. Act, sec. 12]. (*On or before 30th June*).
    Trustees' Financial Statements of Continuation Schools and Fifth Forms, to Inspector, due. (*Not later than June 30th*).

July:

1. Dominion Day (*Monday*).
   Arbitrators to settle basis of taxation in Union School Sections if Assessors disagree. (*On or before 1st July*). [P. S. Act, sec. 29 (5)].
   Last day for establishing new High Schools by County Councils. [H. S. Act, sec. 7]. (*On or before 1st July*).
15. Inspectors' Reports of Fifth Forms due. (*On or before 15th July*).

August:

1. Legislative grant for Urban Public and Separate Schools payable to Municipal Treasurers, for Rural Public and Separate Schools payable to County Treasurers and first instalment to District Trustees, and special grant to Urban School Boards. [D. E. Act, sec. 6]. (*On or before 1st August*).
   Notice by Trustees to Municipal Councils respecting indigent children due. [P. S. Act, sec. 72 (1); S. S. Act, sec. 28 (13)]. (*On or before 1st August*).
   Estimates from School Boards to Municipal Councils for assessment for School purposes, due. [H. S. Act, sec. 24 (h); P. S. Act, sec. 72 (n); S. S. Act, sec. 28 (9); sec. 33 (5)]. (*On or before 1st August*).
   High School Trustees to certify to County Treasurer the amount collected from county pupils. [H. S. Act, sec. 24 (k)]. (*On or before 1st August*).
6. Examinations for Commercial and Art Specialists begin.
15. Last day for receiving applications for admission to Model Schools. [Model School syllabus].

19. Rural Separate Schools open. [S. S. Act, sec. 81]. (*3rd Monday in August*).
31. Last day for receiving appeals against the Midsummer Examinations. [H. S. Regs., page 60, sec. 17 (2)]. (*Before September 1st*).
Last Day for receiving application to write on Supplemental Matriculation Examination. [Cir. 24]. (*Up to September 1st*).

September:

2. Labour Day. (*1st Monday in September*).
3. High and Public Schools, and Separate Schools in cities, towns and incorporated villages open. [H. S. Act, sec. 51. (High Schools first term opens, *1st Tuesday in September*)]. [P. S. Act, sec. 7; S. S. Act, sec. 81]. (*1st day of September*).
Last day for receiving applications for admission to Normal Schools. [Normal School syllabus].
Model Schools open. [Model School syllabus].
9. Supplemental Matriculation Examination begins.
10. September Normal Entrance Examination in Lower School subjects begins.
24. Normal Schools open. [Normal School syllabus].

October:

Principals of High and Continuation Schools and Collegiate Institutes to forward list of teachers, etc.
1. Municipal Council declares by resolution for forming Municipal Board of Education. (*On or before 1st October.*) [Board of E. Act, sec. 4 (1)].
Trustees to report to Inspector amount expended for Free Text Books. (*Before 1st October*). Reg. 114.
Notice by Trustees of cities, towns, incorporated villages and township Boards to Municipal Clerks to hold Trustee elections on same day as Municipal elections, due. [P. S. Act, sec. 61 (1)]. (*On or before 1st October*).
Night Schools open (Session 1912-1913). Reg. 12. (*Begin on 1st October*).
15. Trustees' Report on purchases for Public School Libraries, to Inspectors, due. (*On or before 15th October*).

November:

1. Inspectors' Reports on Rural Library grants, due. (*Not later than 1st November*).
Inspectors' application for Legislative aid for Free Text Books to Rural Schools. (*Not later than 1st November*).
30. Last day for appointment for School Auditors by Public and Separate School Trustees. [P. S. Act, sec. 78 (1); S. S. Act, sec. 28 (5)]. (*On or before 1st December*).
Township Clerk to furnish to the School Inspector information of average assessment, etc., of each School Section. (*On or before 1st December*). [P. S. Act, sec. 48 (4)].
Legislative grant payable to Trustees of Rural Public and Separate Schools in Districts, second instalment. [D. E. Act, sec. 6 (i)]. (*On or before 1st December*).

December:

9. Model School Final Examination begins.
10. Returning officers named by resolution of Public School Board. [P. S. Act, sec. 60 (b)]. (*Before 2nd Wednesday in December*).
Last day for Public and Separate School Trustees to fix places for nomination of Trustees. [P. S. Act, sec. 60 (b); S. S. Act, sec. 31 (5)]. (*Before 2nd Wednesday in December*).
13. Model Schools close. [Model School syllabus].
14. Local assessment to be paid Separate School Trustees. [S. S. Act, sec. 58]. (*Not later than 14th December*).
County Council to pay $500 to High School and Continuation School where Agricultural Department is established. (*On or before 15th December*). [Cont. S. Act, sec. 10 (3); H. S. Act, sec. 33 (2)].
Municipal Councils to pay Municipal Grants to High School Boards. H. S. Act, sec. 33 (1). 35 (1-4)]. (*On or before 15th December*).
20. Normal Schools (first term) close. [Normal School syllabus].
High Schools, first term, and Public and Separate Schools close. [H. S. Act, sec. 51; P. S. Act, sec. 7; S. S. Act, sec. 81]. (*End 22nd December*).
25. Christmas Day (Wednesday).
New Schools, alterations of School boundaries and consolidated Schools go into operation or take effect. [P. S. Act, sec. 16 (10); sec. 17 (6). sec. 21 (15); sec. 32 (7); sec. 15 (2); S. S. Act, sec. 4]. (*Not to take effect before 25th December*).
26. Annual meetings of supporters of Public and Separate Schools. [P. S. Act, sec. 53 (1); sec. 60 (a); S. S. Act, sec. 27 (1); sec. 31 (1)]. (*Last Wednesday in December, or day following if a holiday*).
31. High School Treasurers to receive all moneys collected for permanent improvements. [H. S. Act, sec. 40]. (*On or before 31st December*).
Protestant Separate School Trustees to transmit to County Inspectors names and attendance during the last preceding six months. [S. S. Act, sec. 12]. (*On or before 31st December*).
Auditors' Report of cities, towns and incorporated villages to be published by Trustees. [P. S. Act, sec. 72 (p)]. (*At end of year*).

ORDERS IN COUNCIL

J. E. Chambers appointed Manual Training Instructor at the North Bay Normal School. Approved 10th January, 1911.

Rowland B. Orr, M.D., appointed Director of the Provincial Museum. Approved 21st February.

Henry G. Braithwaite appointed Writing Master in the Normal and Model Schools at Ottawa. Approved 23rd February.

Order in Council of 10th March, 1905, which granted the holders of Second Class Certificates from Manitoba, Interim Second Class Certificates in Ontario, revoked. Approved 28th March.

G. Chapman appointed Night Watchman; Joseph Thompson, Night Fireman and Watchman; Thomas Hunt atnd George Walton, Labourers; and Miss I. M. Goold, Miss Dora Allen, and Miss M. E. Saunderson, Stenographers, at the Department of Education. Approved 7th April.

The following schools added to those in which Agricultural training shall be given as embodied in the Orders-in-Council, of 13th June, 1907, and 24th September, 1908: Newmarket, Orangeville, and Dutton High Schools, and Markdale Continuation School. Approved 11th April.

Arthur W. Beall, M.A., appointed Special Lecturer for one year. Approved 5th May.

Regulations regarding fees and allowances in connection with examinations as contained in Circular No. 71 approved 18th May.

Course in the Calendar of the Faculty of Arts of the University of Toronto, as the academic qualification for a Specialist's certificate in Household Science approved 23rd May.

F. W. Merchant, M.A., D.Paed., appointed Director of Industrial and Technical Education; R. H. Cowley, M.A., appointed Chief Inspector of Public and Separate Schools; John Waugh, M.A., D.Paed., appointed Inspector of Continuation Schools; and G. K. Mills, B.A., appointed an Inspector of Continuation Schools. Approved 30th May.

Regulations contained in Circular No. 16, regarding professional certificates, High and Continuation School, First Class Public School, and Public School Inspectors, including courses and examinations of the Faculties of Education, approved 16th June.

Agreement with the Copp, Clark Co., Limited, respecting the right to print, publish and supply the Ontario High School Physics, and the Ontario High School Laboratory Manual on Physics, approved 21st June.

Agreement with the T. Eaton Co., Limited, respecting the right to publish and supply the Ontario High School French Reader, approved 12th July.

H. M. Leppard appointed Teacher in the Boys' Model School at Ottawa. Approved 28th July.

J. B. McDougall, B. A., appointed Departmental Master in the North Bay Normal School. Approved 21st August.

Regulations and Course of Study of the Public Schools approved 25th September.

Regulations on the Duties of City Inspectors approved 25th September.

Regulations regarding Industrial Schools approved 25th September.

Regulations and Course of Study of the High Schools and Collegiate Institutes approved 25th September.

Regulations and Course of Study of the Cadet Corps approved 25th September.

S. B. McCready, B. A., appointed Director of Elementary Agricultural Education. Approved 5th October.

Miss Marion R. Rannie temporarily appointed as Instructor in Music in the Peterborough Normal School. Approved 5th October.

C. E. Mark who was appointed Teacher in the Ottawa Normal Model School for one year, and Thornton Mustard and Miss Alice Harding who were similarly appointed to the Toronto Normal Model School, continued on the regular staffs. Approved 5th October.

Henry Saint Jacques, B.A., appointed Principal of the Sturgeon Falls English-French Model School. Approved 5th October.

Charles E. Percy temporarily appointed Teacher in Music in the London Normal School; Earle Edwin Logan appointed Instructor in Writing at the Peterborough Normal School. Approved 12th October.

J. P. Finn, B.A., appointed Inspector of Roman Catholic Separate Schools. Approved 17th October.

Agricultural Departments established in connection with the Fort William Collegiate Institute, and the Sault Ste. Marie High School, to take effect from 1st November, 1911. Approved 28th October.

E. Warner appointed Instructor in Writing and Bookkeeping at the Toronto Normal and Model Schools. Approved 9th November.

R. O. White appointed District Public School Inspector in succession to J. B. McDougall. Approved 9th November.

The status of the Whitby Collegiate Institute reduced to the rank of a High School. Approved 9th November.

Josiah Wm. Pearce appointed Bursar of the Institution for the Deaf and Dumb, at Belleville, said appointment to take effect on and from 1st January, 1912. Approved 21st December.

APPENDIX H

LIST OF INSPECTORATES AND INSPECTORS

Inspectorates	Public School Inspectors	Post Office
Algoma District (in part); Towns of Blind River, Bruce Mines, Sault Ste. Marie, Steelton, Thessalon	L. A. Green, B.A.	Sault Ste. Marie.
Brant County; Town of Paris	T. W. Standing, B.A.	Brantford.
Bruce, East; Towns of Chesley, Walkerton, Wiarton; Villages of Hepworth, Tara	John McCool, M.A.	Walkerton.
Bruce, West; Towns of Kincardine, Southampton; Villages of Lucknow, Paisley, Port Elgin, Teeswater, Tiverton	W. F. Bald, B.A.	Port Elgin.
Carleton, East; Village of Eastview	Thos. Jamieson, B.A., 115 Strathcona Ave.	Ottawa.
Carleton, West, and Lanark, East; Towns of Almonte, Carleton Place; Village of Richmond (Joint Inspectorate)	Willis C. Froats, M.A.	Carleton Place.
Dufferin; Town of Orangeville; Villages of Grand Valley, Shelburne	W. R. Liddy, B.A.	Orangeville.
Dundas; Villages of Chesterville, Iroquois, Morrisburg, Winchester	Arthur Brown	Morrisburg.
Elgin, East; Town of Aylmer; Villages of Springfield, Vienna	Welburn Atkin	St. Thomas.
Elgin, West; City of St. Thomas; Villages of Dutton, Rodney, Port Stanley, West Lorne (Joint Inspectorate)	John A. Taylor, B.A.	St. Thomas.
Essex, North (No. 1); Town of Sandwich; Village of Belle River; English-French Public Schools in the Districts, and English-French Roman Catholic Separate Schools in Essex and Kent Counties (Joint Inspectorate)	D. Chenay, M.A.	Windsor.
Essex, South (No. 2); Towns of Amherstburg, Essex, Kingsville, Leamington	D. A. Maxwell, B.A., LL.B., Ph.D.	Windsor.
Frontenac, South; Villages of Garden Island, Portsmouth	Wm. Spankie, M.D.	Kingston.
Frontenac, North; and Addington (Joint Inspectorate)	M. R. Reid, M.A.	Sharbot Lake.
Glengarry; Town of Alexandria; Villages of Lancaster, Maxville	J. W. Crewson, B.A.	Cornwall.
Grey, East; Towns of Meaford, Thornbury	Samuel Huff, B.A.	Meaford.
Grey, West; Town of Owen Sound; Villages of Chatsworth, Shallow Lake	H. H. Burgess, B.A.	Owen Sound.
Grey, South; Towns of Durham, Hanover; Villages of Dundalk, Markdale, Neustadt	N. W. Campbell, B.A.	Durham.
Haldimand; Town of Dunnville; Villages of Caledonia, Cayuga, Hagersville, Jarvis	Clarke Moses	Caledonia.
Haliburton, Parry Sound East, and Muskoka East; Towns of Kearney, Huntsville (Joint Inspectorate)	Sylvanus Phillips, B.A.	Minden.
Halton; Towns of Milton, Oakville; Villages of Acton, Burlington, Georgetown.	J. S. Deacon	Milton.
Hastings Centre; Villages of Madoc, Marmora, Stirling, Tweed	Wm. Mackintosh	Madoc.

List of Inspectorates and Inspectors—Continued

Inspectorates	Public School Inspectors	Post Office
Hastings, South, and City of Belleville; Towns of Deseronto, Trenton (Joint Inspectorate)	H. J. Clarke, B.A.	Belleville.
Hastings, North; Nipissing, South, and Parry Sound, North East, Districts; Town of Powassan; Village of Bancroft (Joint Inspectorate)	E. E. Ingall, B.A.	Bancroft.
Huron, East; Towns of Clinton, Seaforth, Wingham; Villages of Blyth, Brussels, Wroxeter	John M. Field, B.A.	Goderich.
Huron, West; Town of Goderich; Villages of Bayfield, Exeter, Hensall	J. Elgin Tom	Goderich.
Kenora District (see Rainy River)		
Kent, East; Towns of Blenheim, Bothwell, Dresden, Ridgetown; Village of Thamesville	Rev. W. H. G. Colles	Chatham.
Kent, West, and City of Chatham; Towns of Tilbury, Wallaceburg (Joint Inspectorate)	J. H. Smith, M.A.	Chatham.
Lambton, East (No. 2); Town of Petrolea; Villages of Alvinston, Arkona, Oil Springs, Watford	N. McDougall, B.A.	Petrolea.
Lambton, West (No. 1); Towns of Forest, Sarnia; Villages of Courtright, Point Edward, Thedford, Wyoming	Henry Conn, B.A.	Sarnia.
Lanark, West; Towns of Perth, Smith's Falls; Village of Lanark (Joint Inspectorate)	F. L. Michell, M.A.	Perth.
Lanark, East (see Carleton West).		
Leeds and Grenville (No. 1); Town of Gananoque; Villages of Newboro, Westport	Wm. Johnston, M.A., LL.B.	Athens.
Leeds and Grenville (No. 2); Town of Brockville; Village of Athens (Joint Inspectorate)	Robert Kinney, M.D.	Brockville.
Leeds and Grenville (No. 3); Town of Prescott; Villages of Cardinal, Kemptville, Merrickville (Joint Inspectorate)	T. A. Craig	Kemptville.
Lennox; Town of Napanee; Villages of Bath, Newburgh (Lennox, see also Frontenac)	D. A. Nesbitt, M.A.	Napanee.
Lincoln, and Pelham Tp.; Towns of Niagara, Thorold; Villages of Beamsville, Grimsby, Merritton, Port Dalhousie (Joint Inspectorate)	W. W. Ireland, B.A.	St. Catharines.
Manitoulin Island, Algoma, (in part), Sudbury (in part), Districts; Towns of Copper Cliff, Gore Bay, Little Current, Massey, Webbwood	John McLaughlin	Gore Bay.
Middlesex, East; Village of Lucan	P. J. Thompson, B.A.	London.
Middlesex, West; Towns of Parkhill, Strathroy; Villages of Ailsa Craig, Glencoe, Newbury, Wardsville	H. D. Johnson	Strathroy.
Muskoka, West, District; Towns of Bracebridge, Gravenhurst; Village of Port Carling	H. R. Scovell, B.A.	Bracebridge.
Muskoka, East (see Haliburton).		
Nipissing, North, District; Towns of Bonfield, Cobalt, Cochrane, Englehart, Haileybury, Latchford, Mattawa, New Liskeard, North Bay	R. O. White	North Bay.

List of Inspectorates and Inspectors—Continued

Inspectorates	Public School Inspectors	Post Office
Nipissing, West, (see Thunder Bay).		
Nipissing, South (see Hastings North).		
Norfolk; Town of Simcoe; Villages of Delhi, Port Dover, Port Rowan, Waterford	H. Frank Cook, B.A.	Simcoe.
Northumberland and Durham, Centre, No. 2; Town of Cobourg; Village of Millbrook	Albert Odell	Cobourg.
Northumberland and Durham, East, No. 3; Town of Campbellford; Villages of Brighton, Colborne, Hastings	Robert Boyes	Campbellford.
Northumberland and Durham, West, No. 1; Towns of Bowmanville, Port Hope; Village of Newcastle	W. E. Tilley, M.A., Ph.D.	Bowmanville.
Ontario, North; Town of Uxbridge; Villages of Beaverton, Cannington, Port Perry	R. A. Hutchison, B.A.	Uxbridge.
Ontario, South; Towns of Oshawa, Whitby	R. H. Walks, B.A.	Brooklin.
Oxford, North, and City of Woodstock; Villages of Embro, Tavistock (Joint Inspectorate)	J. M. Cole	Woodstock.
Oxford, South; Towns of Ingersoll, Tillsonburg; Village of Norwich	R. A. Paterson, B.A.	Ingersoll.
Parry Sound, South, District; Town of Parry Sound; Villages of Burk's Falls, Sundridge, South River	J. L. Moore, B.A.	Parry Sound.
Parry Sound, North-East (see Hastings, North).		
Parry Sound, North-West (see Thunder Bay).		
Parry Sound, South-East (see Haliburton).		
Peel; Town of Brampton; Villages of Bolton, Streetsville	W. J. Galbraith, B.A.	Brampton.
Perth, North; Towns of Listowel, Mitchell, St. Mary's; Village of Milverton.	William Irwin, B.A.	Stratford.
Perth, South, and City of Stratford (Joint Inspectorate)	James H. Smith, B.A.	Stratford.
Peterborough, East; Villages of Havelock, Lakefield, Norwood	Richard Lees, M.A.	Peterborough.
Peterborough, West, and Victoria, East; Town of Lindsay; Villages of Bobcaygeon, Omemee (Joint Inspectorate)	G. E. Broderick	Lindsay.
Prescott and Russell; Towns of Hawkesbury, Rockland, Vankleek Hill; Villages of Casselman, L'Orignal	W. J. Summerby	Russell.
Prince Edward; Town of Picton; Villages of Bloomfield, Wellington	G. D. Platt, B.A.	Picton.
Rainy River & Kenora Districts; City of Port Arthur; Towns of Dryden, Fort Frances, Keewatin, Kenora, Rainy River (Joint Inspectorate)	John Ritchie	Port Arthur.
Renfrew, North; Town of Pembroke; Village of Cobden	E. T. White, B.A.	Pembroke.
Renfrew, South; Towns of Arnprior, Renfrew; Villages of Eganville, Killaloe Station	G. G. McNab, M.A.	Renfrew.
Simcoe, North; Towns of Barrie, Collingwood; Village of Creemore	Joseph L. Garvin, B.A.	Barrie.

List of Inspectorates and Inspectors—Continued

Inspectorates	Public School Inspectors	Post Office
Simcoe, South-West; Towns of Alliston, Stayner; Villages of Beeton, Bradford, Tottenham	Rev. Thos. McKee, B.A.	Barrie.
Simcoe, East; Towns of Midland, Orillia, Penetanguishene; Villages of Coldwater, Victoria Harbour	Isaac Day, B.A.	Orillia.
Stormont; Town of Cornwall; Village of Finch	James Froats, M.A.	Cornwall.
Sudbury (see Manitoulin, also Thunder Bay)		
Thunder Bay; West Nipissing and North-West Parry Sound, Sudbury (in part), Districts, etc.; City of Fort William; Towns of Chelmsford, Sudbury, Sturgeon Falls, Cache Bay (Joint Inspectorate)	D. M. Christie, B.A.	Fort William.
Victoria, West; Villages of Fenelon Falls, Sturgeon Point, Woodville	W. H. Stevens, B.A.	Lindsay.
Victoria, East (see Peterborough West).		
Waterloo (No. 1); Towns of Berlin, Hespeler, Preston, Waterloo; Village of Elmira	Thomas Pearce	Berlin.
Waterloo (No. 2); Town of Galt; Villages of Ayr, New Hamburg	F. W. Sheppard	Berlin.
Welland; City of Niagara Falls; Town of Welland; Villages of Bridgeburg, Chippawa, Fort Erie, Port Colborne. (Thorold Town and Pelham Township are under Lincoln Inspector). (Joint Inspectorate)	John Marshall, B.A.	Welland.
Wellington, North; Towns of Harriston, Mount Forest, Palmerston; Village of Clifford	Robt. Galbraith, B.A.	Mount Forest.
Wellington, South; Villages of Arthur, Drayton, Elora, Erin, Fergus	J. J. Craig, B.A.	Fergus.
Wentworth; Town of Dundas; Village of Waterdown	J. H. Smith	Hamilton.
York, North; Towns of Aurora, Newmarket; Villages of Holland Landing, Richmond Hill, Woodbridge	C. W. Mulloy, B.A.	Aurora.
York, South; Town of North Toronto; Villages of Markham, Mimico, Stouffville, Weston, Sutton (Joint Inspectorate)	A. L. Campbell, M.A.	Weston.
Brantford, City of	E. E. C. Kilmer, B.A.	Brantford.
Guelph, do	Wm. Tytler, B.A.	Guelph.
Hamilton, do	W. H. Ballard, M.A.	Hamilton.
do do	Jas. Gill, B.A.	Hamilton.
Kingston, do	J. Russell Stuart	Kingston.
London, do	C. B. Edwards, B.A.	London.
Ottawa, do	J. H. Putman, B.A., B.Paed.	Ottawa.
Peterborough, do	A. Mowat, B.A.	Peterborough.
St. Catharines, do	D. C. Hetherington	St. Catharines.
Toronto, do	James L. Hughes, Chief Insp'r.	Toronto.
do do	W. F. Chapman, B.A.	Toronto.
do do	W. H. Elliott, B.A.	Toronto.
do do	E. W. Bruce, M.A.	Toronto.
Windsor, do, and Town of Walkerville	Robt. Meade, M.A.	Windsor.

List of Inspectorates and Inspectors—Concluded

R.C. Separate School Inspectors

Inspector	Post Office	Jurisdiction
J. F. Power, M.A.	Toronto, 33 Dalton Rd.	Separate Schools.
Michael O'Brien	Peterborough	" "
J. F. Sullivan, B.A.	London, 873 Hellmuth Ave.	" "
Jas. E. Jones, B.A.	Ottawa, 241 Daly Ave.	" "
J. P. Finn, B.A.	Ottawa, 68 Sweetland Ave.	English-French Separate Schools.
D. Chenay, M.A.	Windsor	" " "
V. Hector Gaboury	Plantagenet	" " "
A. Belanger, M.A.	Ottawa, 165 Augusta St.	" " "

Director of Industrial and Technical Education and Inspector of Normal and Model Schools

F. W. Merchant, M.A., D.Pæd. ....Toronto.

Chief Inspector of Public and Separate Schools

R. H. Cowley, B.A.... .....Toronto.

High School Inspectors

J. E. Wetherell, M.A.....Toronto, 98 Albany Avenue.
H B. Spotton, M.A., LL.D.....Toronto, 426 Markham Street.
J. A. Houston, M.A.....Toronto, 105 Roxborough St.

Continuation School Inspectors

John Waugh, B.A., D.Paed.....Toronto.
G. K. Mills, B.A.....Toronto.

Manual Training and Technical School Inspector

Albert H. Leake.....Eglinton, Glen Grove Ave.

Ontario Institution for the Blind, Brantford

APPENDIX I

FORTIETH ANNUAL REPORT OF THE ONTARIO INSTITUTION FOR THE EDUCATION OF THE BLIND, BRANTFORD, BEING FOR THE YEAR ENDED 31ST OCTOBER, 1911

HON. R. A. PYNE, M.D., LL.D., *Minister of Education*:

SIR,—I have the honour to transmit herewith the Fortieth Annual Report upon the Institution for the Education and Instruction of the Blind, Brantford, for the year ended 31st October, 1911.

I have the honour to be,

Sir,

Your obedient servant,

H. F. GARDINER,

Principal.

Brantford, November, 1911.

The Institution for the Education of the Blind

In presenting the fortieth annual report of the Ontario Institution for the Blind, I have to report a decrease of three (from 119 to 116) in the average attendance for the session which ended in June, 1911, as compared with the preceding session; also a decrease in the total registration from 130 to 127. The present report covers a period of twelve months; the preceding report included thirteen months. The registration of pupils during the twelve months of the official year was 137, against 144 in the thirteen months of the preceding official year. The year's work was interfered with by the prevalence of mumps, measles and grippe among the pupils, one following the other from the middle of November to the end of March, happily of a light character, more annoying than dangerous. Among the teachers and other employees of the Institution there was an unusual amount of sickness, in some cases so serious as to require the attendance of a trained nurse. This condition involved extra labour on the part of those who retained their health, and in some departments extra expenditure. On the 7th of August Miss E. S. Rae, who had been engaged as a teacher in the literary department of the school since January 1st, 1908, tendered her resignation on account of continued ill-health, and Miss Elizabeth Stobie was chosen to succeed her, assuming the duties on September 27th. On October 3rd Miss Marjorie Jones began duty as teacher of violin, with a class of fourteen pupils. On February 11th, 1911, Miss M. E. Walsh died, at her residence in Hamilton. She had been employed as a teacher of Elocution and English in this Institution for twenty-seven years, resigning on account of poor health in January, 1910. The news of her death caused profound sorrow among her former pupils and asso-

ciates. Twice during each session, detailed reports, showing the progress of each pupil in each branch of study or work (literary, musical and industrial), with notes on health and conduct, are sent by the Principal to the interested parents or guardians. These are compiled from the teachers' class-books. The reports of the literary and musical examiners appointed by the Department of Education are appended to this report. Mr. Kilmer, it will be observed, comments on the insufficiency of an oral examination as a fair test of a pupil's knowledge, because, though having a good general knowledge of a subject, he may happen to be unable to answer the particular question that is given him. A brief excursion on a side line of questioning should enable the examiner to determine whether the ignorance of the pupil is total or partial; but, if a written examination is preferred, there is nothing to prevent it, provided the examiner has the time and patience to read the answers in New York point. The year's output of the printing office was curtailed by the illness of the printer; nevertheless, some valuable additions have been made to the stock of school books, especially in history and geography. The pupils are very willing to make use of the new books, and inquire anxiously about the progress of each volume in preparation. Some of them render valuable assistance in connection with the press work and binding. I have had a number of inquiries by letter from Toronto and Montreal regarding the propriety of subscribing to a fund for the purchase of a printing outfit to be used in the establishment and maintenance of a circulating library for the blind. I have directed the attention of these correspondents to the remarks on page 203 of last year's report, showing, first, the needlessness of another circulating library for the blind in Ontario, when the circulating library in connection with this Institution "is open, free of cost or of postage, to all the blind in Ontario, and is well supplied with books in three styles of type—the Moon, the line letter and the New York point—and all the books in the last-named type, published at the American Printing House for the Blind at Louisville, and suitable for use in Canada, are promptly purchased and added to stock." Secondly, if for any reason another circulating library were required, anyone familiar with the printing or publishing trade would understand that "the cost of setting the type, or of punching the brass plates, for a book would buy many more copies of that book than would be required for a circulating library, which usually needs only one copy, and rarely as many of four, of any book." An edition of less than fifty copies of a book cannot be economically printed. The probability of selling any large number of books to the blind is remote, for reasons of cost and bulk. Sir Walter Scott's "Marmion," in point, costs $2.50; the single play of "Romeo and Juliet," $3.00; "Hamlet," $3.50. The Bible makes eleven volumes, requiring four linear feet of shelf room, with fourteen inches of height and thirteen inches of depth. The owner of the point equivalents of 100 books, such as are found in ordinary libraries in ink type, would need a large room in which to store them. I have great hope that the number of blind readers will be increased by means of the improved key and cards described in last year's report and again referred to in the report of the Overbrook convention on another page of this report. During the summer vacation I sent to all the newspapers in Ontario the following notice, which most of them were kind enough to publish:—

"You Can Teach the Blind to Read.—When a grown person loses his sight, through accident or disease, he should be taught at once to read with his fingers. Sitting in darkness and idleness is enough to make anyone despondent, but with the ability to read a book one can pass the time very comfortably. The task of learning to read occupies the mind and prevents the blind person from brooding

over his misfortune. Having overcome the difficulty of learning to read without sight, the blind man gains faith in himself; he believes that he can do various kinds of work, and with patience and determination he finds that his belief is justified. Earning money by his labour, he has the satisfaction of knowing himself to be a useful, independent member of society. At the Convention of the American Association of Workers for the Blind in Philadelphia in June, one of the delegates read a paper on Home Teaching of the Adult Blind. Mr. Gardiner, Principal of the Ontario Institution for the Education of the Blind, Brantford, in discussing the paper, pointed out that in a country of magnificent distances like Canada or the United States, it was not always practicable to send a special teacher to the home of the blind adult. He described a device of his own, by which any sighted reader of ordinary type can, without study or preparation, teach a blind person to read the raised characters known as New York Point; and on his return home he mailed to such of the delegates as had asked for them sets of the point cards and ink-type keys. He will be pleased to supply the same, free of charge, to anyone in Canada who may require them. In the case of blind children, or youths of either sex under twenty-one years of age, residents of Ontario, it is better that the teaching should be done at the school maintained by the Government at Brantford. There an ordinary Public School education can be obtained, with the addition of knitting, sewing, domestic science, basket and hammock making, the use of carpenters' tools, music and piano-tuning for those qualified to succeed in any of these lines. The test for admission is such defective sight as renders the applicant unable to read ordinary type, and there is no charge for board, tuition or books. Any reader of the ———————— who knows of a child whose sight is thus defective will confer a favour by sending the name of the child and the name and address of its parent to H. F. Gardiner, Principal O. I. B., Brantford, Ontario."

This notice brought me many more letters on behalf of blind adults anxious to learn to read at their homes than on behalf of blind children eligible for admission as pupils in the school, and I was pleased to send the point key and cards to all applicants in Canada and the United States, as well as one set to Jamaica, one to Trinidad, and one to Canton, China.

The appended report by Dr. Ham will show the progress made in Music during the session, and the list of the certificates awarded will be found incorporated in the report of the Closing Concert in June. In addition to our own examinations, one pupil, Esther Davidovitz, passed the First Year examination at the Toronto College of Music with first-class honours; and another, Ethel McQuade, passed the Third Year examination at the Toronto College of Music with honours. I have heard with satisfaction during the year of several of our ex-pupils who are doing well as music teachers, though in some cases the news is of a less encouraging character. Extracts from correspondence will best illustrate the difficulties to be encountered and the ways of overcoming them.

An ex-pupil wrote: "I have triumphed in some surprising ways of late, but the story is too long to tell now. One of my school friends, with whom you are acquainted, suggests that I write an account of my successes and failures, difficulties overcome, etc., giving it as briefly as I can, for your use in the annual reports. If you think this would be useful to you or anyone, I will be glad to do my best."

To this I replied: "I think it is interesting and helpful to ex-pupils, and particularly useful to present pupils, to know how other blind people have got

along. The stories of brilliant successes are not typical, for most of us, blind and sighted, are just plain, ordinary people, and we make our way by persevering industry, and not by flashes of genius. I want my boys and girls to have a clearer idea of what is in front of them, to be overcome when they leave school, than I had, for instance, when I left college and started to paddle my own canoe. At the Overbrook Convention in June, many of the delegates talked to me about the pieces in our last report telling what a boy and a girl could do on a farm. I am sure such practical matter is more useful than tales about Helen Keller and other prodigies, and I shall be pleased to consider your contribution to the fund of information for the benefit of the blind."

In due time the following paper came to hand:—

Music Teaching

"Confident that many of the failures among the blind, who go forth from school to fight life's battles, are due to ignorance of the situation they are to face, I put in writing a few facts in my experience to be used as beacon lights to those now about to start out in life. I left the O. I. B., ill, without money, and my dearest ambition—to complete a thorough course in music—dashed to the ground. For two years I was physically unable to attempt work of any kind. This period of inactivity caused many to conclude that I was incapable of practising the profession I had chosen, viz., music teaching. Relatives from whom I hoped for assistance patronized other and less capable teachers. The truth of the saying 'A prophet is not without honour, save in his own country,' was brought forcibly home to me, and I turned to strangers for the help which relatives denied. I began actual work with two pupils, one of whom paid for her instruction and the other received lessons free of charge, on condition that she would assist me to secure other pupils. This investment of time and labour proved profitable. Aided by the free-instructed pupil, I soon had a class of six pupils in that neighbourhood. This small class was not sufficient to pay my expenses, and I soon realized also the probability of my pupils discontinuing their study of music. But how to enlarge my class was a bigger problem that I had dreamed of. In the first place, I found that I had not suitable instruction books, and so much of my time had to be spent in securing these that I could not attend properly to the securing of more pupils. The instruction books which my teachers recommended did not meet with favour in my field of labour. I found that inexpensive and popular music alone would insure my success. I taught my sister to dictate to me, and then copied from her dictation the books needed. This took time and hindered me not only in the work of enlarging my class, but prevented me from doing justice to my present pupils. I had no means at this time of reaching my pupils, who were for the most part in the country, save to walk. Delicate health made it necessary to limit these walks, and this was also no small hindrance. I dreaded to offer my services as music teacher to strangers. I met with so many forms of refusal that I often became discouraged. People often seemed to regard me as a being entirely different from themselves because I was blind. Common sense told me that it would avail nothing to resent this, and I devoted myself to convincing the public of my right to associate on equal terms with those with sight. More than once my success in securing a pupil has been due to my patient and thorough explanation and illustration of my ability, not only to play and teach music, but also to read, write, knit, etc. I have even walked unguided about the room, to prove that my body was as useful to me in

this respect as though I had sight. These things have to be done with good nature and with care that no condescension is shown in your manner. I try to put myself, in thought, in the place of my inquirers, consider their environments and educational advantages, and where these are unfavourable I find myself pitying rather than blaming them for their unreasonable questions and remarks. Impassable roads, storms, ill-health—all combined to bring about the results I feared. I was once again almost without work. Some of my pupils had moved away, others discontinued their lessons, either because their means prevented them from continuing, or because they were content with the small amount of instruction they had received. I had been prevented by circumstances mentioned above from looking for more pupils, and I was fast learning that my friends, however sincere, could not secure pupils for me. I realized, however, the benefit of the recommendation of my friends, and secured the signatures of my pupils or their guardians to a note of recommendation which a friend kindly penned for me. This written recommendation has been the passport to success for me many times since. During one winter I did practically nothing. I planned and thought, but to no purpose. I had one pupil near enough to my home to be reached through the snow, but she was not a brilliant one and I could hope for little from such advertisement. Then the spring came. Those days when so many people feel tired and out of sorts, I felt physically unable to cope with the problem of life before me, and yet I could not persuade myself to give up the struggle. News reached me of an opening in a small place about eight miles from my home. I could not walk that distance, and began solving the question of procuring a horse. My parents could not assist in this, so I determined to hire a horse for one day to view the prospects of this new field. The father of my winter pupil gladly hired his horse to me and I paid my first visit to my new work. I secured one pupil that day and determined to go once or twice more to see if I could secure enough work to pay for the expense of the trip and a little more. In two or three weeks I had a full day's work, and before the summer ended I was taking this trip twice a week. Yes, it paid. I hired the horse all summer and saved sufficient to make a payment on a horse of my own. Now I am paying my expenses, which are not small, and include many things which few young girls have to take into account. My father is aging and is growing more feeble and needs all I can give him. My one great hindrance now is physical inability to accomplish the work I might otherwise do. Over twenty pupils sufficed to tax my strength to its utmost capability during the past summer. God has been good to me. He has granted me strength to win thus far, and I pray that I may still continue faithful in the sphere where He has placed me. Throughout my struggle I have endeavoured to do my work thoroughly and honestly. I have avoided deceit and fraud and treated others with open frankness. My pupils are my friends and confide in me. I enter into their lives, their plans, and try to make their music fill the place in their lives which would be left dark and cheerless without it. Other teachers have been forced to vacate their fields of operation for me. I have the satisfaction now of knowing that the public with whom I have come in contact believe in me and are ready to supply me with all the work I can do. My sighted rivals have done much to oppose me, but though it seemed for a time they would succeed in their endeavours, I have won the battle. I had to visit in homes where I knew music was not enjoyed. I laboured without recompense, often without gratitude, but I am not sorry now that I did it. I am now fitting some of my pupils for College

examinations, and am looking forward with anxious expectation, which all music teachers will understand, to their future. The road to success is not a path of roses, and there are hands more ready to push us down than help us up the hill, but even these give way to force of patient perseverance, and the prize is well worth the striving for."

The following extracts from letters tell their own story:

An ex-pupil: "I am not living in a very good district to obtain music pupils. I have only had six pupils in two years."

An ex-pupil: "Since I left school I have had four music pupils. There is no opening here for a teacher of music. Last winter a gentleman tried to form a singing school, but the young people did not seem to care about it. I make more money at knitting than teaching music."

A recent pupil: "As for forgetting you, that is absolutely out of the question. I never forget anyone who has been kind and good to me. I think of the dear old O. I. B., and I can say with all truthfulness one single night has not passed since the twentieth of June last that I have not dreamed either that I myself was in school, or that some of the pupils were here with me. I was always backward in knitting and sewing classes; so far, I have made more at knitting than I have made at my music, and it is a well-known fact that while I was at school my music came before everything else. In Toronto, music teachers are like doctors; every second one you meet is a music teacher, so that, at the rate they are increasing, a blind person has very little show, unless he can get a studio at the College or Conservatory. I shall always be interested in the affairs of the dear O. I. B., for I consider it is the greatest of privileges to have been a pupil there, and I lose no opportunity of impressing this fact upon all with whom I come in contact."

A pupil of twenty years ago: "Thank you very kindly for the annual report. I enjoyed the reading very much. To me it was a token of remembrance and was highly appreciated. While the names of the pupils are all strange to me, there are a few names of teachers I remember. I am pleased to say that the instruction I received at the school has been a great benefit to me. I find use for my music in the missionary and evangelistic work I am now engaged in. God has enabled me to touch many hearts with the voice He lent me, and by the careful training of Miss Moore I have played my way into hearts and homes. Allow me to again thank you, and may the God of all power prosper you in your work, for it is a great one."

From an ex-pupil: "The copy of the Annual Report which you sent me delighted me very much, and I must thank you kindly for it. I noticed all the specimens of the point print cards, and I am sure your newly-organized class is of great benefit to the school. At a glance at the reports that have been issued since my departure from the Institution, I can see the numerous improvements which are being made all along. It is quite evident, therefore, that the man in charge of the place remains active—ever enthusiastic about the great work he has undertaken. Trying to follow your good example, I have kept very busy myself for the last year, teaching music. I must confess, however, that it was somewhat trying at first to secure pupils where a number of teachers had already settled, but with a little patience and perseverance I finally succeeded. At the end of three weeks I began with five pupils and gradually worked my way up. I also got in with a prominent music store, and after that my trials were over. I have now a class of thirty-two pupils, who are nearly all taking two lessons a

week, at fifty cents per lesson. Apart from that, I do a little playing at private dances among the people of the town, for which I never get paid less than five dollars an evening. So every little bit helps, does it not? I spent Easter at home with pa and ma. They are all well and send their regards to you. If I were to have a chat with you, as in old times, I would have lots more to say, but I must not detain you further with my lengthy epistle. I will now look forward to a reply from you, which I hope will not be long in coming. With best wishes for health and prosperity, very sincerely yours."

All of the young ladies from whose letters these extracts are taken had homes where they were sure of food and shelter, with more or less financial backing, while getting a start as teachers. While the recorded efforts and successes are entitled to admiration, the really pathetic case is that of the blind person (especially the blind woman) who leaves school equipped for a special line of work, but lacks money or friends to carry her through the awful interval that must elapse before she can earn sufficient for her sustenance. The sighted person, similarly situated, can always fall back on unskilled labour—house-work for girls, pick and shovel for boys—but these avenues are closed to the blind. For the last three years I have had a small income derived from interest on a legacy, upon which I depend largely to help girls in the circumstances described, so far as the conditions of the legacy will permit. Three of my correspondents remark that they have earned more by their knitting than by their music, which statement emphasizes the advisability of being able and willing to do more than one thing. Some pupils are disposed to drop or give only slight attention to everything else, as soon as they take up music or tuning, while others realize that there will be hours and even days when there is no piano to tune or no music lesson to give, and therefore prepare themselves to occupy the spare time usefully at making a basket, a hammock, or a stocking.

One correspondent describes her embarrassment at finding that her pupils in the country preferred popular to classical music, and tells how she managed to meet the demand by teaching her sister to dictate such pieces as she required from the ink sheet for her to write out in point. I have heard of similar experiences both in Canada and the United States, and while I would not suggest any alteration or modification of the school curriculum, I believe in the blind teacher providing the goods that the market demands; otherwise, the patron will turn to a sighted teacher to get what he or she wants. It may be more agreeable to the teacher fresh from school to give instruction in "Fantaisie Impromptu, C sharp minor, Op. 66," but if the pupil's parents want to hear their daughter play "The Old Piney Woods," and "Onward, Christian Soldiers," it is their money that the teacher wants. For a blind person to teach a sighted music-reader to dictate, keeping proper track of the octaves and intervals, it is essential that the blind musician should thoroughly understand the staff notation used by the sighted. Increased attention is now given to that department of instruction in this school, and I am working on a booklet designed to make the notation used by the blind as easily intelligible to a sighted musician as the "literary point" has been made by the key and cards printed last year. Then the blind teacher will be able to use any piece of music published in ink type.

Tuning and Other Work

Not less practical and interesting than the experiences of the music-teachers, above recorded, are the facts supplied in the following letter from a totally blind

young man, an ex-pupil: "It is nearly three years since I left the school, and you will think I have forgotten you altogether. You have been sending the annual reports as well as papers with accounts of the different concerts; for all these I thank you, but I did not do my part, to send a card or answer you in any way. I want here to thank you for that recommendation I got from you two years ago; it helped me a great deal, I can tell you. If I was at Brantford I could tell you and the others a whole lot of experience that I have had since I left school, but no doubt some of the pupils have had more than I. Perhaps I can tell you a few things that I have taken notice of since I was at Brantford. When I left in June, 1908, I thought I had a good knowledge of the tuning and repairing of pianos. Well, the tuning was all right, but the repairing part was not to be compared with what one should know when he leaves school. Of course, one is learning all the time, but, when I started out to do some tuning, I found myself up against more repairing than tuning. I believe the reason for this is that the public in general do not understand what is meant by tuning a piano, as we did at school. In a great number of cases I find that as long as the piano plays all right it does well enough, but, as soon as it doesn't work all right, then it needs tuning, when it really needs repairing. I also learned that, to make a success of this business, I ought to be able to tune organs. Well, I got busy at learning all about organs, and now I like to work on or in an organ as well as a piano. I guess you wonder how I got much to do when I live near a small place and on a farm besides. Well, in the first place, one can scarcely call at a house in the country or town but what there is a music-box of some kind. I have listened to the reading of the annual report, just received, and I notice a number of changes. There is one account there that takes my eye—that by my school-fellow, Orville Frayne, 'What a blind man can do on a farm.' I want to back Orville on all he has said with regard to a blind man on a farm. I just want to say that I go through nearly the same as mentioned by my good friend. I can mention something more that I have done that my friend did not. I think so much of horses that I ventured to halter-breaking colts. I have three to show for my work in that line, and I generally have the harness on them before they are very old, but as they go to pasture early in the spring, I have to go over my work again. I honestly believe that a blind person, girl or boy, has a greater chance to do a lot of work on the farm than those in the city, unless the latter have a good paying job. I make a number of hammocks each spring, which I get rid of quite easily, and get the price I put on them. You see that I am not near a large town or city, and it is very seldom that any factory-made hammocks are brought in, and that helps me a lot. As a side line, a year ago this spring I bought some cattle. As we have lots of pasture for young cattle, father told me that he would pasture them for me if I wanted them, so I jumped at the chance, and I had good luck, as in eight months I doubled the money, and I am after the same business again. I have learned to take my part with the sighted people, and I think the sooner one gets at it the better he will get along in life. I am in favour of having the blind learn to play the violin. In the first place, it is an instrument that is within reach of most all people, as far as money goes; and it is a fine pastime, as you can have the kind of music you wish for. I certainly approve of the Sloyd room. The boys must not give up when they hit their fingers instead of the nail. I expect to be driving nails soon, as we have about five thousand shingles to lay, and, as the other men are working on the land, I shall have most of that job to myself. I have been at it before, so I know how it goes. I like it. As it is near milking time, I must stop. Excuse mistakes and slip dots. Write soon."

In the Willow Shop, O.I.B.

This letter is brim-full of the spirit which compels success. The man or woman who tries with self-confidence, and does things, instead of waiting to be led or helped, is the one who "gets there." We have pupils in our tuning class whom I would fear to trust at a job of repairing, no matter how much instruction might be given them; but we have others who really should be taught the things in school which our correspondent had to find out for himself after leaving school. A resident teacher, competent as a repairer of pianos and organs, as well as a tuner, giving his whole time to the work of the school, and with time and patience to teach even the things which blind boys find it hard to learn, would supply this "felt-want."

Basket-Making

The making of willow baskets continues to be the main handicraft in which the blind boys are instructed. Occasionally the statement is volunteered (usually by some person who has an axe to grind) that the basket business is not nearly as good for the blind as the making of brooms, or some other occupation. I have been going among the blind, with my eyes and ears open, for more than eight years, visiting schools and workshops, attending Conventions, conversing with instructors of and workers for the blind, and studying the reports published in the United States and Europe, and if any line of work, better suited on the whole for the blind boys of Ontario than basket-making, could have been found, its adoption would have been recommended by me long ere this. While always willing to consider useful suggestions from any source, I do not propose to be stampeded into unwise action by some noisy fellow who knows a little and guesses a lot. To anyone who really considers the subject, or who makes the test of trying to do something with his own eyes closed, the conclusion is unavoidable that a blind man is at a disadvantage in competition with a man possessed of sight. Yet there are a few things that a blind man can do, perhaps not so quickly, perhaps not so well, as he could do them if he had sight, but still quickly enough and well enough to make his labour valuable, especially in branches of industry in which labour-saving machinery is not employed to any great extent. The making of willow baskets is an industry to which these conditions apply. I receive a good many letters from ex-pupils who are basket-makers, and, while ordering material, some of them give information about themselves and their work. This year news of the trade has been obtained in another way.

With the permission of the Minister, Mr. W. B. Donkin, Instructor in the Willow Shop, spent a portion of the 1911 summer vacation visiting at their homes ex-pupils who work at basket-making, the objects being to see how they were getting along, and to give them any instructions and assistance that might be required in connection with the use of new models, selling the product, etc. Mr. Donkin called upon

W. H. Dayman, London, who has been in the basket business for the last twenty years, residing with his sister at 499 Piccadilly street, where he works in a shop built by himself in rear of the house. Mr. Dayman reported that trade was good; in fact, he had been so busy that he could not take a holiday. In addition to his local trade, he sends baskets to the Western Provinces.

George B. Welz, of Berlin, after graduating from the Institution in 1899, went into the grocery business, from which he retired about five years ago in order to return to willow work. He has recently erected a shop for himself at

22 York street, where he is doing a good business. He leases a stall on the city market, where he sells his baskets on market days. In addition to making baskets, Mr. Welz has an agency for brooms and whisks.

Joseph Fleming, Hamilton, is engaged almost exclusively in the making of delivery baskets, which he sells to a wholesale house in Hamilton. In addition to maintaining himself, Mr. Fleming supports an invalid sister.

Benjamin Crew, Toronto, reported being very busy at willow work. He is chiefly employed at making and repairing bottle baskets, at which work he claims to be able to earn $2.50 per day.

Alfred Foster and S. Taylor are also engaged exclusively in this class of work.

Thomas Cookson, another ex-pupil in Toronto, makes a few baskets in the winter, his chief occupation being that of a bricklayer's labourer.

George Armstrong, Peterborough, gave up willow work some time ago, claiming to be unable to make a living at it. He is now engaged in taking care of lawns during the summer months and recaning chairs during the winter.

Joseph Burns, Minden, devotes most of his time to willow work, finding a ready sale for the product throughout the County of Haliburton. He sometimes drives as much as forty miles on his selling trips, but always succeeds in disposing of his load. He also makes a large quantity of lunch baskets for the lumber camps. Mr. Burns resides on a small farm owned and worked by himself. He is married and has eight children.

James O'Donnell, who left the Institution a little over a year ago, works exclusively at his trade. In addition to supplying his home town (Lanark) with baskets, he sells in the surrounding country. He makes up a load of about ten dozen baskets, hires a team and salesman who drives for him and does the actual selling. They are sometimes away from home three days, but always succeed in disposing of their load. Mr. O'Donnell works hard and is very enthusiastic over his prospects. He intends planting his own willow next spring, and has secured a piece of land for the purpose.

Isaac Pretty, Ashton, who graduated in 1890, has built up a good business in Carleton Place and vicinity. He grows his own willow and is a hard worker. He finds no difficulty in disposing of his baskets; in fact, he says: "I cannot make them fast enough to fill my orders." He has just leased a small farm in the vicinity of Ashton. Mr. Pretty is married and has three children.

Ubald Martel, The Brook, has not worked at basket-making since leaving the school, claiming to be unable to find a market for the product. Mr. Donkin advised him how to sell baskets, and he promised to commence work. Martel is a good worker, but a poor salesman. An opening was subsequently found for him in Montreal.

David McCaul, Ottawa, who left school in June, 1910, had removed to Montreal, and had worked during the last winter at the Nazareth Institution, recaning chairs. At the time of Mr. Donkin's visit to Montreal, McCaul was a patient in the Hotel Dieu, suffering from typhoid fever, and was too ill to be seen.

Samuel Collins, formerly of Ottawa, was employed at the Nazareth Institution making baskets and was working steadily.

Odilon Mathieu, also from Ottawa, resides with his parents in Montreal. He has worked continually at willow work since leaving school in 1897, and is doing a good business, not only at basket-making but also at chair-caning and repairing rattan furniture and babies' carriages.

Mr. Donkin visited a number of other blind basket-makers, who had not learned their trade in the Ontario Institution. They seemed to be prospering. As the result of his observations he is more than ever convinced that basket-making is the very best trade that has yet been taught to the blind, offering as it does to the blind man who is willing to work the opportunity to build up a business of his own. He obtained information which will be valuable to him in his own work, and he brought back a memorandum of tools and appliances which could be advantageously used by the basket-makers whom he visited.

This is not a record of uniform success, but to one who has seen broom-shops standing idle, or run at a serious loss—the deficiency being made up by charitable contributions or aid from the public chest—it is on the whole satisfactory. I am endeavouring to extend the scope of the industry, to include the manufacture of verandah furniture by the blind. From Mr. Donkin's notes, it will be observed, that some good workmen are poor salesmen—a distinction not peculiar to the blind, for there are many sighted men who do well working for wages, but would inevitably fail if in business on their own account. It is for this numerous class, as well as for the blind who have lost their sight when too old to come to school, that a workshop similar to the one in Milwaukee should be established and maintained in Toronto.

Pupils and Parents

Since the publication of the last report, I have received many letters from pupils, ex-pupils and the parents and friends of pupils, from which the following extracts are presented, mainly to assure the parents of blind children throughout the Province that their children will be safe and comfortable, and will be well taken care of, when enrolled as pupils in this Institution:—

An ex-pupil: "I have to thank someone about the Institution for a pleasant half-hour in the company of the last annual report. Each improvement in method and equipment affords at least a momentary thrill. Kindest wishes for all, and especially my few remaining acquaintances."

A mother: "I must sincerely thank you for your kindness to her during the time she has spent in your school; I also thank the teachers and pupils, who have been exceedingly kind to her, and I hope that she does all she can to help others along. I am sure we shall find her much improved in all her studies. With best wishes for the success and prosperity of your Institution, I remain."

A mother: "I wish to thank you and the staff for the care you have taken of ——— in the past year; we think her reports are wonderful. Wishing yourself and staff a very pleasant holiday, and thanking you again."

A pupil: "You will be glad to hear that I got first prize for my bead-work in the —— exhibition, which was four dollars."

Two pupils: "We received your card and it was so kind of you to remember us. We are having a lovely time this summer. We are visiting our uncle now. He made us a swing and we spent a lot of our time outside. We brought our slate with us, and how the people do examine it. They think point print is so wonderful."

A pupil's parents: "—— will be back in good time on the day appointed. We are well pleased with the progress she has made since being a pupil at your school, and feel that we are wise in deciding for her continuance there. Thanking you for your kindness in the past, we remain—"

A pupil's mother: "We received her report for May and we are very well

pleased at her progress. We must take this opportunity of thanking you and your well-trained staff for being so kind to our daughter. I think reports like the one we received are an honour to both pupil and teachers."

A former official: "A week or two ago I received a copy of your report; also key to New York point-print for the blind. I was very much pleased at receiving both. I am far from forgetting Brantford, and my thoughts are often with the Institution people, and you may feel sure that I have had a very thorough look over the report. You have had many changes and improvements made since you have been there, and I am sure it looks much better than it did a few years ago, and *is* much better. You certainly have used a large amount of energy in the welfare of the pupils, and I see by the report that the parents are very grateful for what you have done. I am much interested in the key to the New York point-print; it seems to me wonderfully simplified. With sincere wishes for the prosperity of the school,—"

A pupil who has just left the school: "I want to thank you for remembering me when you were in Philadelphia, and also for sending me the Brantford paper with the concise account of your trip. You must have been a busy man both in Philadelphia and New York, and the pupils next session are in for a very interesting talk by you. The fact that you witnessed the swimming by the blind at the Convention, reminded me of what you had said regarding the blind learning to swim, just a short time before the session broke up. You and the Principal at Overbrook are of the same opinion on that line of thought. While in New York you seem to have left no place unvisited that had any connection with the blind. No doubt you got many new ideas, and, I might add, I am sure you gave some. When the people of Ontario awake to the fact that something must be done for the adult blind, you will be the man to whom they will turn for a solution of their problem. Since school closed, three of us gave a concert in the north and made over eight dollars apiece. I am enclosing the address of a lady to whom I wish you would send those point print cards by which she can learn to read. I would be very ungrateful, Mr. Gardiner, if I were to close this letter without thanking you very, very sincerely for the many kindnesses shown to me by you while at Brantford. You certainly are a believer in the doctrine, 'There is no darkness but ignorance,' and, as long as you are Principal of the O. I. B., any pupil who leaves it in the 'dark' leaves it in that condition because he came to the wrong place. With very best wishes for yourself and the school, I remain—"

An ex-pupil: "There has been a great demand for bead-work lately. I made some work which was sold two days after completion. When it is my opportunity to tell of the work accomplished under your supervision, I always remind the parties to whom I speak of the success of others. We realize the great work you have done, and believe you will reap a rich reward in the hereafter. Hoping that the Institution will have success in years to come, as in the past, and that you are blessed with health, I will conclude with kind regards to pupils and staff."

From a pupil's mother: "I cannot express our thanks to you, not only for the beautiful copy of the Report, and for the papers from time to time, but for the fatherly care exercised over our dear boy, who has been with you now for four years, and during that time I have heard no complaint, and I am sure that is a good testimony as to your care of and for him. I wish to thank, first you, then all the dear teachers and helpers for your care of ——; may you all receive the blessing you deserve for all the care and untiring affection lavished on all the dear children under your care."

A father: "I see a great improvement in ——, and in talking to him I find he has learned a lot since going to Brantford. I must thank you for the Annual Report which you so kindly sent me. It must be very gratifying to you to see all your pupils doing so well."

A mother: "I received report and postcard and am pleased to see that —— is getting on well with her lessons and her conduct is good."

A mother: "I am writing to you to thank you for the report you sent me. I enjoy reading about the work of the blind. I am thankful, indeed, that my son is getting on so nicely in his studies, and my one desire is that he will continue to be a credit both to the school and to the teachers who are devoting their time to such a noble work. I must thank you for all your kindness to him since he has been a pupil at the O. I. B. I was rather reluctant about letting him start so young, but I am very thankful I did now, because he is getting along so well. He was very anxious to start back again after the holidays, and I hope he is being a good boy and doing all he can. Wishing you every success."

An ex-pupil: "I desire to acknowledge receipt of Annual Report. I have listened to the perusal of its sundry departments with the keenest interest, noting with pleasure the progress which has been made, especially in the handicraft department. Thanking you for favours from time to time, I remain your sincere friend."

An ex-pupil: "Just a few lines to thank you for the Annual Report, which I was very pleased to receive. It is a source of great interest to me to read what is going on at school, now I am away from it. I am afraid I did not appreciate, as I might have done, my opportunity while I was at school, although I am grateful for what I did learn there. My interest in the school has not grown any less, neither have I forgotten the good times I used to have there. I am still working and doing well. Please give my kindest regards to all pupils and teachers."

A parent: "With pleasure and many thanks I acknowledge the receipt of the 39th Annual Report of the noble Institution under your efficient charge. My daughter is much better, and we trust that she will be able to attend next session."

A parent: "I also received the Report. We are pleased —— has got on so well for his first term. We both thank you and his teachers and nurse for looking after him so well. We were anxious about him, not being away from home before, but I would not be afraid to let him go again."

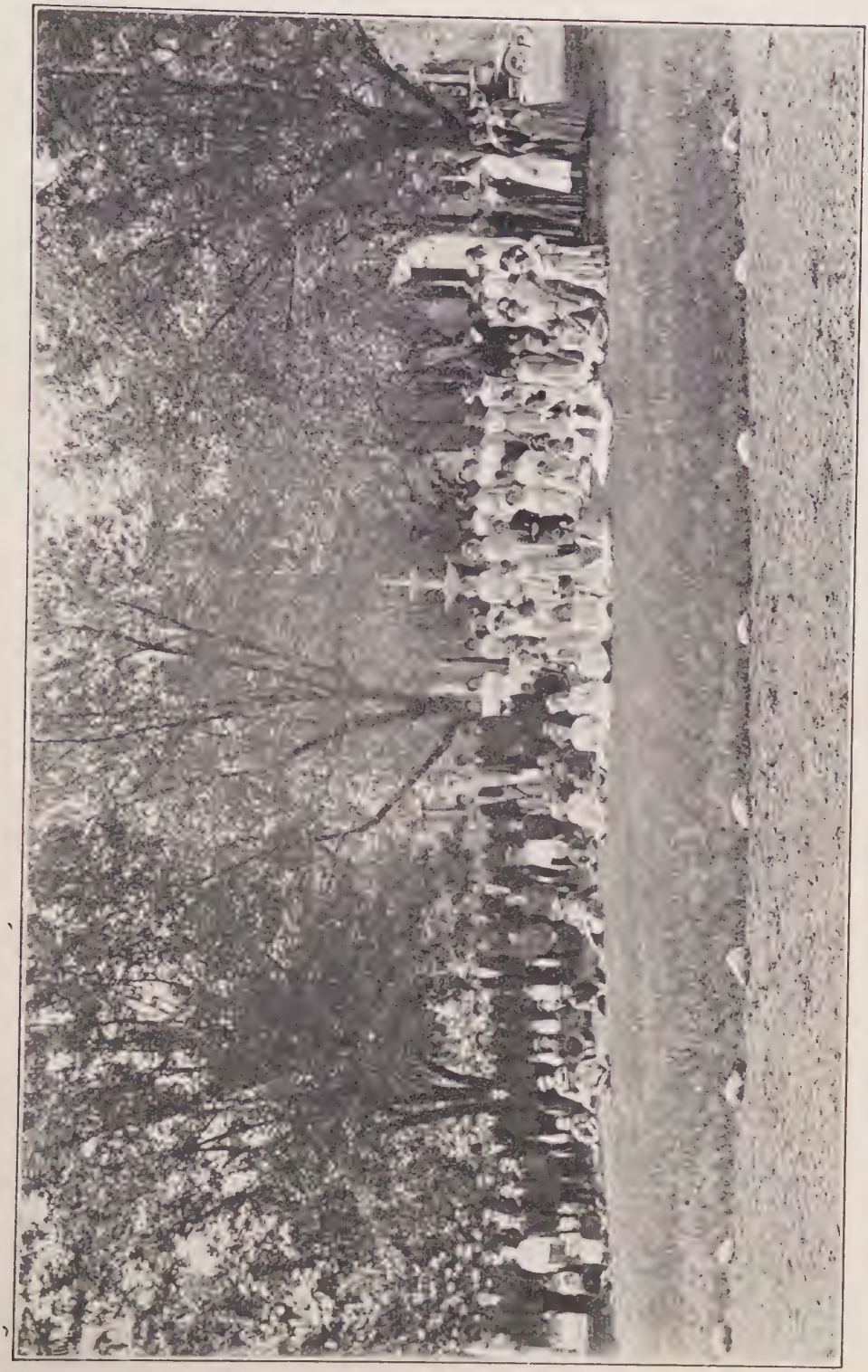
A parent: "I may say it is a great credit to your staff and a great satisfaction to myself and my wife to note the great progress of our boy since his admission to your O. I. B."

A mother: "Many thanks for sending me ——'s report. I think she is making wonderful progress in all her studies. We are more than pleased, and thank you for your very great kindness to her; also her teachers. I am pleased to say she is very happy at school. It was a lucky day for her that we let her go to school."

A mother: "We think she is doing well for the time she has been there. Thanks for the kindness shown her; also glad to hear your health has improved."

Attendance

The total registration of pupils in the session of 1910-11 was 127, three less than in the preceding session: at the opening on September 28th, 1910, there were 109 pupils, as compared with 113 at the opening of the preceding session; at the close 115, as compared with 117. Eighteen pupils, who were not present at the opening in September, arrived during the session; six of these were new;



O.I.B. Pupils, 1911

twelve had been in attendance previously. Of the twelve pupils who were present during a part of the session, but did not remain until the end, two males were unable to work or study on account of paralysis; one male developed habits dangerous to himself and others; two males left to engage in basket-making; two males left on account of illness; one male was found by the oculist to have practically normal vision when supplied with proper spectacles; three females went home ill, and one female remained at home from Christmas to have her eyes treated. Of the 115 pupils who were present at the close of the session, there were 60 males and 55 females.

The number of pupils in attendance at the opening on September 27th, 1911, was 104, as compared with 109 at the corresponding date in 1910, and 115 at the closing of the school term on June 21st, 1911. Of those in attendance at the close of the last term, 90 had returned; seven former pupils who were not here at the close of last term had come back, and seven new pupils had been enrolled. Of the seven described as former pupils, four were not in attendance during any part of the session of 1910-11. Of the 25 who left in June and did not return in September, 3 have since returned, and the absence of the other 22 is thus explained:—

Two males were detained by illness; five males left to work at piano-tuning; seven females had completed their course; one male went to the Perkins Institution in Boston; one female went to the Ladies' College at Whitby to study elocution and vocal music; one male went to Toronto to study elocution; one male and two females were kept at home for domestic reasons; one male was defective in intellect, and one male was excluded for incorrigible dishonesty.

The ages of the new and re-admitted pupils are as follows:—

Males		Females	
Twenty-three years	1	Twenty-four years	1
Twenty-two years	1	Nineteen years	1
Eighteen years	1	Seventeen years	1
Seventeen years	2	Twelve years	1
Fifteen years	2	Eleven years	1
Fourteen years	1	Ten years	2
Ten years	1		
Eight years	1	Total females	7
Seven years	1	Total males	11
Total males	11	Total males and females	18

Pupils Registered in Session, 1910-11

Name	Residence
Barton, Gustavus	Kazubazua, Que.
Beach, Sparling	Ottawa.
Black, Herbert	Graysville, Man.
Burgess, Lloyd	Princeton.
Chatelain, Jean	Ottawa.
Clappen, William	Belleville.
Clarke, Walter	Toronto.
Clemmett, Wilbert	Omemee.
Clissold, Frederick	Mimico.
Colby, Edward	Stratford.
Cotter, James	Ottawa.
Crew, William	Toronto.
Cundy, John	Regina, Sask.
Derbyshire, Byron	Athens.
Dery, Rosario	Ottawa.
Duff, Charles	Banda.
Dunlevy, Eldon	New Toronto.
Earle, Clarence	Toronto.
Elnor, Harold	Toronto.
Fonger, Stanley	Bruce, Alta.
Frayne, Orville	Forest.
Golz, Gustav	Transcona, Man.
Gomm, William	Toronto.
Graham, Glen	Birnam.
Green, Harold	Louise Bridge, Man.
Grills, Ion	Campbellford.
Harvey, Walter	Toronto.
Hawken, Howard	Whitby.
Henderson, Richard	Schomberg.
Higgins, Thomas	Toronto.
Johnston, Harold	Brockville.
Kelland, Wilber	Kirkton.
Kennedy, Edward	Ottawa.
Landriau, Valmore	Ottawa.
Lee, George	Epping.
Lott, Albert	Brussels.
Lott, Ernest	Brussels.
McBride, Charles	Danforth.
McDonald, Norman	Mitchell.
McKim, Burney	Brighton.
Mealing, Oliver	Brantford.
Murray, Ancile	Goderich.
O'Keefe, William	Hamilton.
Patterson, Clifford	Hamilton.
Paul, Leonard	Haileybury.
Pinnock, Alfred	Brantford.
Porte, Aquila	Aylmer.
Price, Frederick	Niagara Falls
Raymond, Walter	Collingwood.
Rees, Walter	Steelton.
Reinhart, Aloysius	Mildmay.
Richardson, Robert	Hamilton.
Ross, Leslie	Asor, Sask.
Salter, Melville	Oshawa.
Sherman, Leonard	Taber, Alta.
Simmons, Walter	Copper Cliff
Smith, Joseph	London.
Steele, Frederick	Perth.
Sutherland, Joseph	Sutherland, Sask.
Tomlinson, Roy	Saskatoon, Sask.
Vance, Frank	Toronto.
Vincent, Cecil	Crookston.
Watson, Aitken	Maple.
Webb, Harold	Allandale.
West, Lionel	Galt.
White, Harry	Toronto.
Wilkinson, Byron	Sarnia.
Yarocki, Harry	Garland, Man.
Ash, Rachel	Sarnia.
Bickerton, Gladys	Navan.
Branston, Ethel	Millgrove.
Brunsden, Alma	Brantford.
Buss, Anna	Mille Roches.
Catling, Nellie	Goderich.
Cox, Winifred	Paris.
Crawford, Annie	Strathroy.
Cuneo, Mary	Toronto.
Curry, Catharine	Toronto.
Darby, Alice	Ottawa.
Davidovitz, Esther	Hamilton.
Davison, Winifred	Griersville.
Doherty, Marguerite	Peterborough.
Duciaume, Eva	Rockland.
Dunlop, Maud	Cooper's Falls.
Elliott, Isabel	Elkhorn, Man.
Fitzpatrick, Alta.	Wheatley.
Fox, Irene	Walkerville.
Griffin, Alice	Hawtrey.
Hawley, Doris	Winnipeg, Man.
Heaphy, Norah	Ottawa.
Henrich, Evelyn	Brantford.
Hepburn, Alice	Port Elgin.
Hepburn, Harriet	Port Elgin.
Hewison, Betsy	Toronto.
Hyndman, Elsie	Norwich.
Ingram, Elizabeth	Ottawa.
James, Gertrude	Waterford.
Johnston, Charlotte	Guelph.
Kaufman, Blanche	Chatham.
Lammie, Amy	Hensall.
Lammie, Greta	Hensall.
Lansdowne, Norah	Toronto.
Marsh, Mary	Holland Landing.
McEwen, Geraldine	Radisson, Sask.
McQuade, Ethel	Stratford.
Meehan, Laura	Toronto.
Miles, Mildred	Toronto.
Miller, Susan	Gravenhurst.
Muntz, Eva	Vegreville, Alta.
O'Neill, Mary	Ottawa.
Rooke, Emma	Dereham Centre.
Rusk, Elizabeth	Barkway.
Sage, Verna	North London.
Sells, Kathryn	Harrow.
Slay, Gladys	Sarnia.
Smith, Effie	Brantford.
Spicknell, Letitia	London.
Squair, Ethel	Williamstown.
Stearns, Sarah	Ottawa.
Stephenson, Muriel	Collingwood.
Stevens, Ethel	Peterborough.
Thompson, Gladys	Toronto.
Thompson, Teresa	Hamilton.
Wilcox, Catharine	Toronto.
Woodcock, Gladys	Toronto.
Wooldridge, Eleanor	Palmerston.
Wright, Elsie	St. Catharines.

New Pupils at Opening of Session, 1911-12

Name	Residence	Name	Residence
Oswald Chapman	Rosseau.	Lloyd Shillington (re-admitted)	Blenheim.
Orval Damude (re-admitted)	Thorold.	Nettie Conybeare (re-admitted)	Innerkip.
William Eastman	Gelert.	Florence Davies	Toronto.
Leo Everts	Wittenberg, Alta.	Marjorie McAuley	Hamilton.
Walter Garlick (re-admitted)	Ottawa.	Emma Rooke (re-admitted)	Dereham Centre.
Norman McDonald (re-admitted	Mitchell.	Gladys Woodcock (re-admitted)	Toronto.
Percy Piper	Niagara Falls.		
William Rigg	Weston.		

Pupils who Arrived in October

Name	Residence	Name	Residence
John Culver	Todmorden.	Winifred Cox (re-admitted)	Paris.
George Lee (re-admitted)	Epping.	Esther Davidovitz (re-admitted)	Hamilton.

Entertainments

On November 19th, 1910, Mr. E. Sweet brought his gramaphone to the Institution, and, with the assistance of Mr. H. K. Jordan, gave a very fine programme of operatic music to the pupils.

Owing to an outbreak of measles, it was not deemed advisable to give the usual Christmas concert to the public, but a Christmas Tree entertainment, by and for the pupils, was held in the Music Hall on December 26th, when Walter Simmons, Blanche Kaufman, Walter Clarke, Marguerite Doherty, Walter Raymond, Gladys Bickerton, Roy Tomlinson, Amy Lammie, Susan Miller and Jean Chatelain played selections on the piano; Norah Heaphy, Gladys Bickerton, Blanche Kaufman, Norah Lansdowne, Mary O'Neill, Eva Duciaume, Letitia Spicknell and Isabel Elliott sang; and Irene Fox, Kathryn Sells, Nellie Catling, Elizabeth Ingram, Greta Lammie, Leonard Sherman and Harriet Hepburn contributed recitations. During the evening the Christmas Tree was stripped and presents were given to all the pupils.

The postponed Christmas Concert was held on January 26th, the following report of it appearing in the *Brantford Expositor* of the succeeding day:—

There was a large audience at the postponed Christmas Concert in the Music Hall of the Ontario Institution for the Blind last night, and the long and varied programme was presented with an effect which showed most careful preparation and attention to detail. On the musical side there were two piano quartettes, Giorza's "March" played by Byron Derbyshire, Walter Clarke, Glen Graham and Norman McDonald; Engelmann's "March" played by Harold Elnor, Chas. McBride, Clifford Patterson, and Lionel West; two duets, Rohm's "La Grace" by Geraldine McEwen and Harold Johnston, and Burgmueller's "Waltz" by Mary Cuneo and Jean Chatelain, and one organ selection, Hill's "March in G" by Jean Chatelain. All of these performers, from the youngest to the oldest, acquitted themselves admirably, keeping perfect time and showing the results of ample practice and thorough instruction. The choral class of almost 40 members, with a stronger representation of bass than usual, sang with good effect Callcott's "Mark the Merry Elves," and Knyvett's "Bells of St. Michael's Tower," also

Stark's "Echo Song" and Bridge's "In Sorrow and in Want," Mr. Andrews conducting and playing the accompaniments. The kindergarten class, composed of Misses Alma Brunsden, Winifred Cox, Alice Griffin, Evelyn Henrich, Elizabeth Ingram, Greta Lammie, Effie Smith and Gladys Woodcock, and Masters Herbert Black, Fred. Clisshold, James Cotter, Clarence Earle, Harold Green, Edward Kennedy, Ancile Murray, Melville Salter, Joseph Sutherland, Frank Vance, Cecil Vincent, and Harold Webb, led and accompanied by Miss Lee, sang Sherwood's "A little boy's walk in the Winter" and Gaynor's "Merry Christmas," the childish voices blending in a beautiful way. There were only two vocal solos. Emma Rooke sang Adam's "Bethlehem Star" and Isabel Elliott sang Handel's "He Shall Feed His Flock," Charles Duff playing the accompaniments. Both of these young ladies well sustained the reputation they had made in previous appearances. As is usual in the Christmas programmes at the Institution, the recitations were a prominent feature. These were numerous but short and lively and apparently were thoroughly enjoyed by the audience. Little Elizabeth Ingram, from Ottawa, with a doll in her arms almost as large as herself, described "A Young Mother's Perplexity" in finding a suitable name for the baby. Harold Webb, of Allandale, discoursed on "Why I am so Bad," Teresa Thompson, of Hamilton, told the affecting story of the "Clown's Baby" that was alive. Little Harold Green, of Winnipeg, threw his whole soul into "Santa Claus' Game." Amy Lammie, of Hensall, told about "The Tired Old Woman," whose ambition was to go where she could do nothing for ever and ever. Thomas Higgins, of Toronto, "remembered" "His First Pipe." Geraldine McEwen, of Radisson, Sask., was especially effective in the pretty story of "Somebody's Mother," Joseph Smith, of London, narrated "How I saw Santa Claus." Leslie Ross, of Unity, Sask., recited "Bill and Joe," Leonard Paul, of Haileybury, told about the wearied and discouraged teacher who in a dream foresaw the future achievements of his pupils. Harry White, of Toronto, discoursed on "Boys' Rights." Gladys Slay, of Sarnia, narrated "A railway adventure," and Orville Frayne, of Forest, told of "The fun of being a boy."

The closing concert of the session was held on June 19th, 1911, and was reported as follows in the Brantford papers:—

The pupils in attendance at the Ontario Institution for the Blind will go to their homes for the long summer vacation to-morrow. The closing concert was given in the Music Hall of the Institution last night, and as usual the hall was packed by an interested audience, including many ex-pupils, some of whom had come from points as distant as Ottawa and London. After a brief address of welcome and explanation from Principal Gardiner, the programme proper began with a selection on the pipe organ, Bach's "Fugue, G minor," played by Charles Duff, Associate of the Canadian Guild of Organists, whose excellent work with both organ and piano has given so much pleasure to Brantford audiences during the past few years. Mr. Duff also played several of the accompaniments and one piano solo, Moszkowski's "Valse, op. 34." Two younger pupils, Clifford Patterson, of Hamilton, and Jean Chatelain, of Ottawa, also performed on the organ, the former rendering Hill's "March in G," and the latter Batiste's "Offertoire in E flat." Both these lads give promise of great things in the future, and if they live and thrive the O. I. B. will maintain its long-sustained reputation for good organ work. On the piano, Catharine Curry, of Toronto, played Heller's "Tarentelle, A flat," with skill and accuracy. Eleanor Wooldridge, of Palmerston, contributed Leschetizky's "Two Larks," winning applause, and dainty little Ethel

McQuade, of Stratford, quite captured the audience with her two selections, Chopin's "Etude, op. 10, No. 5," and Liszt's "Liebestraume." This young lady has recently passed the third examination in piano at the Toronto College of Music. On the vocal side, Isabel Elliott, of Elkhorn, Manitoba, sang the "Lass with the Delicate Air," and Richard Henderson gave two solos, Rossini's "Pro Peccatis," and Phillips' "The King of the Vikings am I." The choral class sang very effectively "Joy with Roses," "Where are You Going, My Pretty Maid?" and "God Prosper Him—Our King," the audience standing while the last piece was sung. Before the close of the programme Principal Gardiner announced the names of those who had passed in the examinations recently conducted by Dr. Ham, of Toronto, and, assisted by Mr. Andrews, presented certificates to the following:—

Mr. Andrews' Pupils

Organ—Grade 1, Jean Chatelain, honours; Clifford Patterson, honours; final examination, Charles Duff, first class honours.

Voice Culture—Grade 1, Charles McBride, honours; Harry Yarocki, pass; grade 2, Isabel Elliott, pass; Letitia Spicknell, pass; grade 4, Catharine Curry, pass; final examination, Richard Henderson, honours.

Elementary Form—Grade 2, Chas. Duff, pass.

Piano—Grade 4, Catharine Curry, pass; Ethel McQuade, first class honours; Eleanor Wooldridge, pass; grade 5, Charles Duff, first class honours.

Miss Moore's Pupils

Piano—Grade 1, Doris Hawley, honours; Norah Heaphy, pass; Amy Lammie, pass; Mary O'Neill, pass; Gustavus Barton, honours; George Lee, pass; Leonard Paul, first class honours; Lionel West, honours; grade 2, Mary Cuneo, honours; Isabel Elliott, pass; Ethel Squair, pass; Harold Elnor, honours; Richard Henderson, pass; Albert Lott, pass; Charles McBride, pass; Walter Simmons, honours; grade 3, Clifford Patterson, honours; grade 4, Jean Chatelain, honours.

Harmony and Counterpoint—Grade 3, Esther Davidovitz, honours; Geraldine McEwen, honours; Harold Johnston, pass; Clifford Patterson, pass; grade 4, Mary Cuneo, pass; Eleanor Wooldridge, pass; Jean Chatelain, honours; grade 5, Charles Duff, honours.

Miss Harrington's Pupils

Piano—Grade 1, Blanche Kaufman, pass; Mary Marsh, honours; Susan Miller, pass; Muriel Stephenson, honours; Gladys Thompson, pass; Walter Clarke, honours; Harold Johnston, honours; Harry Yarocki, pass; grade 2, Esther Davidovitz, first class honours; Geraldine McEwen, first class honours; Sarah Stearns, pass; Byron Derbyshire, pass; Glen Graham, pass.

This extract from the Ophir correspondent of the *Bruce Mines Spectator* August 30th, 1911, shows that one of our ex-pupils, John Nicolson, is still doing good work as an entertainer:—

Despite the inclemency of the weather the large auditorium of the Rock Lake Church was comfortably seated on Monday evening, August 21st. The occasion was a concert given by Mr. John Nicolson, the popular blind tenor. Mr. Nicolson sang in a masterly manner and has a rich voice of sympathetic tone of sweetness. His upper register is remarkable, without sign of nasality. We are pleased to state the concert was a great success.

(From the Elkhorn, Manitoba, *Mercury,* Aug. 10th, 1911.)

Miss Belle Elliott's concert took place in the Methodist Church on Wednesday evening, August 2nd, and was attended by a large and appreciative audience. Miss Elliott is an old favourite with an Elkhorn audience, and her vocal and instrumental solos, recitations and readings in the past have been so excellent that criticism of the Wednesday concert is almost unnecessary. It was most enjoyable throughout, the selections "Ora Pro Nobis" and "A Flight of Ages" being especially well rendered. Her recitations and readings were given with expression and feeling, and there is no doubt that the promise of talent Miss Elliott showed in her first concerts is more than being fulfilled.

Richard Henderson (vocalist), Albert Lott (elocutionist), and Charles Duff (pianist) gave some entertainments together in Simcoe County, of which I have no particulars, except that they were financial successes.

Overbrook Convention

I attended the Eleventh Convention of the American Association of Workers for the Blind at Overbrook, Pennsylvania, June 20th-23rd, 1911. The meetings, which were held in the Pennsylvania Institution for the Instruction of the Blind, were largely attended, more than 300 delegates being present, of whom five were from Canada.

As our closing concert at the Ontario Institution was given on the evening of June 19th, I was unable to leave Brantford until the 1.41 a.m. train on the 20th, which reached Philadelphia about four o'clock in the afternoon. Thus I failed to see the exhibition of outdoor work by the pupils, but was in time to see them exercising in the swimming tank. At the picnic supper on the lawn I met many friends with whom I had become acquainted at previous conventions or in visits to the various Institutions in the United States.

At 7.45 in the evening an address of welcome to the delegates was given by Mr. John Cadwalader, President of the Board of Managers of the Pennsylvania Institution, to which Mr. Edward J. Nolan, President of the American Association of Workers for the Blind, responded appropriately. Two scenes from the "Merchant of Venice"—The Negotiation and The Court Scene—were given by pupils, properly costumed, in a manner which elicited warm applause. This was followed by an informal reception to the delegates, so arranged that everyone present had an opportunity to shake hands with every other one. Later came a promenade concert and dance, the pupils supplying the music.

The first business session of the Convention opened at 9.10 in the morning of Wednesday, June 21st, President Nolan in the chair. Topic: "Some recent experiments in the employment of the blind." Mr. Charles W. Holmes, of Boston, told what had been tried and accomplished by the Massachusetts Commission for the Blind, whose thorough work has been referred to in my former reports. Mrs. E. J. Barney, of Ohio, presented the record of the Dayton Association for the Blind, and Mr. Liborio Delfino reported for the Pennsylvania Institution, substantially as the new work is described in Superintendent Burritt's annual report:—

"With a view to extending the influence of the school, we have leased for a term of three years a large house, centrally located, at 200 S uth Thirteenth street. Here we have recently opened a 'Salesroom and Exchange.' As the Free Library of Philadelphia was about to move to its new quarters opposite the salesroom, it was suggested that it might be to the advantage of the blind if the

Library for the Blind and the new enterprise of the school could be conducted in the same building. Accordingly the Trustees of the Free Library have leased two large rooms on the ground floor, where the Library for the Blind is now located. At the front of one of these rooms there is an excellent display window. On the second floor is the salesroom. There are other rooms which can be used as workrooms as the need may arise. Through the medium of this 'Salesroom and Exchange' our purpose is to supply a need not met by any institution or organization for the blind in this city or state. The Pennsylvania Industrial Home for Blind Women, organized in 1868, is 'a home for blind women who, by their handiwork, aid in their own support.' The Pennsylvania Working Home for Blind Men, incorporated in 1874, 'furnishes employment to industrious blind men, who, as a class, are not admitted into the workshops of the seeing.' The Pennsylvania Home Teaching Society and Free Circulating Library for the Blind was established in 1882, 'with the object of sending teachers to the homes of the blind for the purpose of teaching them to read.' The Chapin Memorial Home for Aged Blind, incorporated in 1909, is 'a home for those of the blind who are beyond the age for work and in need of such comforts and attention as cannot be provided for them in any other way.' Through our salesroom, we aim to:—

"1. Display for sale articles made by the blind and samples from which orders can be taken.

"2. Solicit, receive and distribute orders for work for the blind, particularly chairs to be re-caned, rugs and carpets to be woven, and pianos to be tuned.

"3. Exhibit all kinds of appliances used by the blind, and, so far as feasible, supply them at cost to those who need them.

"4. Furnish information about the blind through the distribution of printed matter containing information about the school and its purpose, advice to the parents of blind children, occupations in which blind persons are known to be successfully engaged, and agencies that exist for the improvement of the condition of any of the blind.

"5. Provide a centrally located place for interviewing blind people and their friends, who continually come for advice to us as experts in matters blind.

"6. Keep a limited supply of raw materials to be furnished at cost to blind people—former pupils and others as well—who are constantly coming to us for beads, cane, hammock twine, and such other materials as they need in their home industries.

"7. Provide a room where work can be done by the blind as occasion may arise. Our emphasis is being constantly placed on the development of such work as can be done by blind people in their own homes; but occasionally our people do not have facilities in their homes for doing work they are capable of doing. By providing for them a room centrally located and easily accessible from all parts of the city by the expenditure in most cases of a single car fare, we can aid them by adding to their all too meagre earnings what can be saved in drayage on chairs to be caned, and in other similar ways.

"There is little new in this venture: for years the school has being doing all this, except to provide a salesroom and a workroom; but it is an effort to be of still greater service without adding unduly to the burdens of the management of the school. And I should not have recommended this expansion of our work had I not believed that in Mr. and Mrs. Delfino we should have two capable people who are unselfishly devoted to the interests of the blind. Only such should be associated with an enterprise like this."

Mr. James J. Dow, Superintendent of the Faribault, Minnesota, School for the Blind, under the heading of "Experiments," described his Summer School for Blind Men, of which his Board of Directors says in the Biennial Report:—

"Our Board desires to go on record as thanking Dr. Dow for his advanced stand in giving the adult blind free instruction at the summer school. This is the only summer school for the blind in the United States, and was only made possible by Dr. Dow's initiative, and by the fact that he gives over his summer vacation to his work gratuitously."

In his own report, Mr. Dow says: "The establishment of the Summer School for Blind Men four years ago is absolutely unique in the history of the training of the blind, and is believed to be an important step in the direction of aid and training for those who have lost sight too late in life to enjoy the advantages of schools for blind youth. The much-discussed question of working homes for the adult blind has, as yet, failed to secure the approval of any considerable number of the states, because of the practical difficulties involved, and of the questionable results secured. The Summer School presents none of these problems, and does its valuable work regardless of them. Of its inception, one of the oldest and most intelligent educators of the blind wrote: 'It is one of the most valuable suggestions that has been submitted to the profession in my personal knowledge of the work among the blind. If it succeeds, as it can scarcely fail to do, it will go far toward helping the institutions of the country to meet their great responsibilities.' It is not to be understood that this work presents no difficulties. The organization of the work so that the entire field of effort of the regular school in all its departments should be available, so far as it is possible to make use of them, during the summer vacation of the regular school, presented problems of securing adequate instruction and supervision that were not easy to meet, and had it not been for the self-sacrificing spirit of instructors and trainers, it might have been difficult to meet the conditions satisfactorily. It is doubtless because of these difficulties, rather than because of the lack of appreciation of the idea, that it has not as yet been elsewhere adopted."

The second topic in the morning session was: "Is there need for expert sighted supervision in the home industries of the blind?" Papers by Mrs. Cora Gleason, Mass., and Miss D. Fiske Rogers, New York, were presented. Third topic: "What should be the qualifications, aims and methods of the 'home teacher?'"—Miss Lydia V. Hayes, New Jersey, and Miss Eunice French, Rhode Island.

The last-named speaker having emphasized the idea that blind teachers were best adapted for home teaching work, I secured the floor and remarked that I had very definite opinions about a blind person being able to do anything better than that same person could do the same thing with sight, but passing over that point I would call attention to the fact that, in a large state or province, it might often be inconvenient and unduly expensive to send either a blind or a sighted teacher to give instruction at the home of a blind adult. The chief difficulty in teaching such a person, deprived of sight by accident or disease after reaching maturity, to read point, in the absence of a skilled teacher, was that no sighted friend or relative would spend the time and labour necessary to learn the system for the purpose of teaching it. I then described and displayed to the convention the simplified alphabet cards in raised point and ink type mentioned on page 203 of my report for 1910, by the use of which any sighted person who can read ordinary type can without previous study teach a blind person to read the raised

Convention of Workers for the Blind, Overbrook, Pa., June, 1911

point, and I offered to send these cards to any delegate who might apply for them. Before the close of the convention I had several pages of addresses in my note book, and on my return to Brantford I sent by mail some hundreds of these cards to applicants in the United States.

The fourth topic of this session was "Prison labour and the labour of the blind," by Dr. E. Stagg Whitin, New York.

During the recess a photograph of the Convention was taken, a reproduction of which appears on another page. In the afternoon the delegates visited the Pennsylvania Working Home for Blind Men, the Pennsylvania Industrial Home for Blind Women and the Chapin Memorial Home for Aged Blind. The first is a well-appointed broom factory; at the others knitting and various forms of fancy work were done.

At the evening session, Mr. E. M. Van Cleve, First Vice-President, occupied the chair, the first topic being "Work for the blind in Russia." The paper had been prepared by Jacques Koloubovsky, Director of Empress Mary Society for Promoting the Welfare of the Blind in Russia, who addressed the Convention briefly in English, and asked Mr. C. F. F. Campbell, of Pittsburg, to read the paper. which proved both interesting and surprising, showing as it did the great accomplishments on behalf of the blind in Russia, particularly in the line of prevention.

Miss Etta J. Giffin, of the Congressional Library, Washington, D.C., gave a report of the International Congress on the Blind held at Cairo, Egypt, in February, 1911.

The third topic was "Prevention of blindness and conservation of vision," presented by Samuel E. Eliot, of New York.

After an intermission, the delegates assembled at five round tables, the topics being:—

(1) "Some of the problems that confront the managers of shops, working homes, etc.—(*a*) boarding of the workmen, (*b*) lunch-rooms and smoke-rooms, (*c*) accident and sick benefit fund, (*d*) salesrooms." Leader, R. E. Colby, Connecticut; A. M. Shotwell, Michigan; George W. Connor, Maryland.

(2) "Homes for the Blind." Leader, Mrs. John Bunting, Penn.; Mrs. Elwyn H. Fowler, Massachusetts.

(3) "Printers' Problems." Leader, Walter G. Holmes, N.Y.; Arthur Jewell, Illinois.

(4) "An experience meeting for field workers and home teachers." Leader, George W. Jones, Illinois; Miss Virginia Kelly, Maryland.

(5) "How can workers for the blind be of greatest assistance to those who are endeavouring to follow professional or business careers"—(*a*) graduates of schools for the blind, (*b*) those who become blind in adult life. Leader, William L. Scanlin, New York; Benjamin Berenstein, N.Y.; W. C. Sherlock, Maryland; Fred. Bolotin, Illinois.

I attended round table number three, where "Printers' problems" were the subject of discussion. Considerable time was devoted to the question of capitals in point-print—whether the four-point capital used in the New York point system should be replaced by some sort of a sign preceding the small letter to denote that it is to be considered a capital. I showed specimens of the point books and cards made in the Ontario Institution, describing the apparatus used, the blanket, the thorough wetting of the paper, so that the points would never pierce through it, etc. The discussion was of a conversational character, with many questions and answers.

The session on Thursday morning was presided over by Mr. E. P. Morford, of Brooklyn, N.Y., the following topics being discussed:—

(1) "What should be the training of those pupils who show no ability to follow successfully a higher educational or musical career, and at what age should such training be begun?" Leader, George F. Oliphant, Georgia; Clarence E. Holmes, Michigan. Mr. Oliphant's paper was particularly good; Mr. Holmes delivered a short extemporaneous address.

(2) "How can our girls be trained to be more useful in their homes?" Miss Adelia M. Hoyt, Iowa (paper read by Mrs. George B. Eaton); Mrs. Gertrude Pyle, Western Pennsylvania.

(3) "How can our schools contribute more toward the success of our pupils through improvement in their personal appearance, manners and deportment?" Miss Florence E. Stowe, Mass.; Miss M. Ada Turner, Wisconsin.

In the afternoon the delegates visited the recently opened "Salesroom and Exchange" of the Pennsylvania Institution, the libraries for the blind in the city, and places of historical interest. Among the latter were several connected with incidents of the revolutionary war, the events preceding it, and the first Continental Congress. This was the day of the Coronation of King George V., and, after singing "America," the delegates sang the first verse of "God Save the King," in compliment to the Canadians present.

At the evening session of the Convention, Mr. Robert B. Irwin, of Ohio, presiding, the topics were: (1) "A social worker's observations regarding work for the blind," Miss Lucy Wright, Mass.

(2) "Church work for and by the blind," John Thomson, Penn.

(3) "Methods of obtaining full attendance at the Halifax School for the Blind." The last paper was contributed by Mr. C. F. Fraser, but in his absence it was read by a friend.

After intermission, the round tables were formed. Topics: (1) "Some other problems that confront managers of shops, working homes, etc—(*a*) are the best interests of the blind advanced or retarded by the introduction of seeing labour into the shop? (*b*) augmentation of wages, (*c*) co-operation in the purchase of raw materials." Leader, George W. Hunt, Penn.; Oscar Kuestermann, Wisconsin; William Sheehan, N.Y.

(2) Pensions as a means of aiding the blind." Leader, W. G. Argo, Colorado; Dr. Louis Stricker, Ohio.

(3) "Some of the problems of the physical instructor in the school for the blind." Leader, C. A. Hamilton, New York; Miss Mary E. Sawyer, Mass.

(4) "How can the education of the blind in our special schools and in the public schools be co-ordinated for the greatest advantage of the pupils?" Leader, John F. Bledsoe, Maryland; Miss Gertrude E. Bingham, New York.

I attended the round table on shops, and after Mr. Kuestermann had explained the working of his willow shop in Milwaukee, which I visited several years ago, I questioned him, as an expert, on several matters connected with the manufacture of baskets, etc. In our shop at Brantford the teacher has got better results from boiling the willow, instead of steaming it, preparatory to peeling. Mr. Kuestermann prefers the sap-peeling, and as he cannot get the willow for the purpose grown in the United States, he imports his supplies from Europe. Most of the time at this round table was devoted to the broom trade.

At the Friday morning session, Mr. George S. Wilson, Superintendent of the Institution for the Blind at Indianapolis, presiding, the first topic was:

"What scale of type, contractions, size of page, number of pages per volume, kind of binding, and general style of book is most acceptable to those who read with their fingers?" Miss Mary C. Chamberlain, of the New York State Library; Miss Lucy Goldthwaite, New York City Library, and Miss Jessie Wells, Carnegie Library, Pittsburgh.

In speaking to this subject, I advised the use of large type (say double pica or 24-point) for school books and cards intended for use in learning to read, and smaller type for miscellaneous reading. The spacing between words should be wide and distinct, seldom less than an en-quad. Thin-spacing that would be quite within the rule for sight-reading was puzzling to those who read by touch. I had found in consultation with many blind readers that they preferred books with all the words spelled out, though they liked the contractions for stylus writing. The large book, four or five inches thick, and 12 x 12 in the other dimensions, was an awkward thing to handle, and in my opinion it was better to make more and smaller volumes, even at the cost of additional expense in binding. In school work a set of small books, bound inexpensively with the McGill fastener and press-board, was best, especially for the smaller children. Good ledger paper should be used.

The next item of business was the report of the Uniform Type Committee, which I was asked to read to the Convention. For many years there has been a controversy, not always good-natured, between the admirers of New York point and the admirers of American Braille, but in the course of time it was seen that violent attacks from either side did not tend to convert the partisans of the other side, though all agreed that it was desirable to have only one kind of type for the blind. Finally, a committee was appointed, with each type represented by five members, and this committee's report was by far the best that had ever been presented. To illustrate to the sighted delegates the trouble arising from the use of differing alphabets, Mr. C. F. F. Campbell used a blackboard on which was written the sentence, "What is to be done?" He pointed out that the characters which stand for "is" in new York point must be translated "to" in American Braille and "be" in English Braille. This is very confusing to a person who tries to learn and use all the systems. The committee recommended a continuation of its work, and a considerable sum of money was raised to meet future expenses.

On Friday afternoon there was a business session, at which officers of the Association were elected. The Convention was most successful in attendance and interest, and all present voted their thanks to Mr. and Mrs. Burritt for the excellent arrangements.

In company with quite a large party of delegates I went to New York on Friday night, and the next day visited the Blind Department of the New York Public Library, where Miss Goldthwaite showed us the collection of books and explained the arrangements for their distribution. In the afternoon, I called at the offices of the *Matilda Ziegler Magazine,* by appointment with Mr. Holmes, the manager, and made a note of the fixtures and methods of preparation of the books. During the next week I visited the Brooklyn Industrial Home for the Blind, where broom-making and cane-seating are done, under the superintendence of Mr. E. P. Morford. Accompanied by Mr. Morford I spent a forenoon at the Sunshine Home for Blind Babies in Bensonhurst, and a most profitable evening at the Blind Men's Club, in the building of the New York Association for the Blind, 59th street, New York. One afternoon I spent with Mr. Wait, at the New York School for the Blind on 34th street, where, among other things, I was shown

a newly invented press for printing tactile characters on both sides of the paper. Mr. Wait has been fifty-two years in the work for the blind, and he is a mine of information on every phase of the subject. I found him engaged in drafting a plan for new buildings to be erected for the school outside the city, the encroachment of business and traffic having rendered the present premises undesirable.

Exeter (England) Convention

(From the *Brantford Expositor,* Oct. 14th, 1911.)

Mr. Andrews, it will be remembered, was sent by the Department of Education of the Ontario Government to attend the Conference held at Exeter, England, last July, in the interests of the musical education to the blind, the musical profession being acknowledged the most successful means of the blind earning a livelihood. The Exeter Conference was the most important that has yet been held upon questions affecting the blind. The delegates attending from various parts of the world numbered about 300, and of these three came from Sweden, five from Germany, one from Portugal, one a State councillor from Russia, one from Switzerland, one from Austria, five from the United States, one from Japan (The Director of Blind Education in Japan), one from Canada, and one from Cape Colony.

The Conference lasted one full week. The paper on music was most exhaustive, touching upon every phase of musical education and its commercial value to the blind.

"Every word of it I endorsed," said Mr. Andrews, "and it also endorsed every word of a report I wrote concerning the musical education of the blind, some few years since.

"The suggestions made in my address met with the strongest approval, and I am pleased to say that in some very important points our work in the musical department of the O. I. B. is superior to that of the Old Land; in fact, with but very little expenditure and necessary organization, Ontario would be doing more for the musical blind than any other country."

The following are extracts from Mr. Andrews' address:—

Now, about examinations, I may say that in England you have a very satisfactory system and high standard of musical examinations, such as those of Trinity College, the Royal Academy and College of Music, etc. I wish we had similar conditions in Canada.

For the Ontario Institution for the Blind we have drawn up a thoroughly graded course, based principally upon the examinations demanded by the Incorporated society of Musicians here in England. The Department of Education of the Ontario Government appointed an examiner each year to examine pupils in music. The Department pay all fees, and successful candidates receive testimonials signed by the examiner, musical director, and principal of the institution. These examinations lead up to the higher examinations of the University.

I heartily congratulate you on the number of blind students passing the examinations of the Royal College of Organists. Some few years ago many of us had hoped, and I believe Sir Frederick Bridge had advocated, the Royal College of Organists extending their examinations to Canada. For some reason it was not done. A Canadian Guild of Organists has now been formed, taking for its model the R. C. O. The Governor-General, Earl Grey, and Sir Frederick Bridge, are two of our patrons. I might say here that I was appointed with two others to make out the curriculum. I suggested that a clause, similar to that of the

R. C. O., should be inserted respecting the examination of blind students. I met with strong opposition, some of the council contending that the blind would not take the examinations. After some discussion I succeeded in carrying my point. and you may imagine my pride, Mr. Chairman, when I was informed that the first successful candidate for the C. G. O. examination was a blind boy from our Ontario Institution.

Mr. Warrilow touched upon the matter of "ear training," and I wish to most emphatically endorse him in this essential part of a musical education.

As to staff notation, it is my opinion that every blind student intending to become a teacher should have a thorough knowledge of staff notation.

At the Brantford Conservatory of Music we had a kindergarten system of teaching the notes, marks of expression, etc., by wooden characters. These I passed around the "choral class" and explained their meaning. The pupils were simply delighted with the idea and remarked: "This is splendid, and just what we need." We have now a board grooved with the ten lines representing our "stave," and all the music characters in metal, and by this means our blind students receive a through knowledge of staff notation, which is of the greatest importance to the blind teacher.

There are two ways of helping the blind teacher, which appeal to me, and I know that others who have had years of experience agree with my views.

First—Some experienced official could visit the young teacher when starting out in life, and give assistance, by saying a few words of commendation at a recital given by the teacher for the purpose of introduction to the community.

In the second place an annual convention of blind teachers should be held at some central point, when matters of interest touching their particular teaching work could be discussed.

Lectures, piano, organ and vocal recitals could also be given and all this would inspire them with renewed energy and confidence and they would return to their work full of enthusiasm.

As regards "piano tuners" I learn you demand a high standard of examination in England, and that they must hold a certificate before receiving recognition. The manner in which the Royal Normal College for the Blind conducts this department is well worthy of our imitating in Ontario.

By what I can understand you have difficulty in supplying the blind organist with a necessary "tune book" for his particular church or chapel. At the Ontario Institution for the Blind, we have a printing press and music type, and have had printed books of music containing, not all the tunes of any denominational book, but those tunes most commonly used.

You have no doubt noticed by my remarks that while we acknowledge the elevating and refining influence of music, we have also kept in view its commercial value to the blind, recognizing that music is an art that will help the blind to help themselves in securing a livelihood.

Miscellaneous

There were eight girls and thirteen boys in the kindergarten during the session, who, in addition to the special Kindergarten exercises, took preparatory work in reading, spelling, Scripture, arithmetic, geography, elocution and singing. Many of them go into the class in bead-work, as soon as they can use their hands, and others of the older pupils become fascinated with bead work and spend

Sewing Room, O.I.B.

some of their spare time in the making of fancy articles. Thirty-six girls and twenty-one boys in the bead-work classes made 849 articles, of which 83 were displayed at the Toronto Exhibition. In the knitting classes 44 girls were employed, and in crocheting 9. Thirty-five received instruction in hand sewing, 27 in machine sewing and 22 in darning. In the willow shop, eleven were employed, and at the beginning of the current session the number was considerably increased. Thirteen boys were taught to make hammocks and eleven took turns in the Sloyd shop. The products of these several industries were displayed at the Toronto Exhibition, with Miss Constance Roberts in charge of the collection. Books and cards in point print and printed information about the work of the school were distributed.

It has seemed necessary to excuse a good many pupils from the regular work in the gymnasium, on account of other engagements in the shops, the tuning rooms, the practice rooms and the Normal class interfering with the hours allotted to gymnastic work. This has reduced the size of the classes, but pupils so excused are encouraged to take exercise out of doors as well as to use the gymnasium apparatus privately. The annual field day was observed on June 9th, with the following events, prizes being awarded to the winners on the succeeding Tuesday evening:

Fifty yards race, girls under 12 years—1. Evelyn Henrich; 2. Alma Brunsden.

Half-mile handicap—1. Leonard Sherman; 2. William O'Keefe.

Skipping contest—1. E. Henrich; 2. Mary Cuneo.

Fifty yards race, boys under ten—1. Melville Salter; 2. Cecil Vincent.

Fifty yards race, boys under 12—1. Ion Grills; 2. L. Sherman.

One hundred yards race, girls under 15—1. Susan Miller; 2. Teresa Thompson.

Putting the shot—1. Gustavus Barton; 2. Charles McBride.

Three-legged race—1. Orville Frayne and Walter Rees; 2. Wm. O'Keefe and Lionel West.

One hundred yards race, boys over 15—1. Fred. Price; 2. Orville Frayne.

One hundred yards race, boys under 15—1. Sparling Beach; 2. Fred. Steele.

One hundred yards race, girls over 15—1. Doris Hawley; 2. Mildred Miles.

Standing jump, boys under 15—1. Thomas Higgins; 2. Fred. Steele.

Standing jump, boys over 15—1. Valmore Landriau. 2. Gustavus Barton.

Two miles run, handicap—1. William O'Keefe; 2. Wilbert Clemmett; 3. Orville Frayne.

The races of 100 yards and under were run with the use of wire guards.

A place has been prepared below the old pumping house for an outdoor skating rink, and pipes laid to flood it when the hard frost comes. Should new dormitories be erected, as has been suggested by the Department of Public Works, it may be practicable to include a swimming tank in the basement. The one I saw at the Pennsylvania school was much appreciated by the blind boys.

The usual repairs, including plastering, painting, kalsomining, etc., were made in the main building during the summer vacation; needed changes were made in the electric wiring, and the musical instruments were thoroughly overhauled by an expert. A high wire fence was erected around the orchard and kitchen garden, and the centre walk was raised through the lowest part of the grounds. The clusters of spruce trees in the foreground were trimmed up to seven feet from the ground, not to improve their appearance, but to prevent their use as hiding and loafing places by rude boys and men from town.

For the reasons given at length in last year's report, I repeat my recommendation that a portion of the farm grounds be disposed of for building sites and the farm staff correspondingly reduced.

THE STAFF

Minister of Education (in charge):

Hon. R. A. Pyne, M.D., LL.D.

Deputy Minister:

A. H. U. Colquhoun, B.A., LL.D.

Officers of the Institution:

H. F. Gardiner, M.A.	Principal.
W. B. Wickens	Assistant Principal.
W. N. Hossie	Bursar and Storekeeper.
J. A. Marquis, M.D.	Physician.
B. C. Bell, M.D.	Oculist.
Mrs. M. E. Stewart	Matron.

Teachers:

W. B. Wickens	Literary.
P. J. Roney	Literary.
Miss E. Stobie	Literary.
Miss C. Kavanagh	Literary.
W. Norman Andrews, F.G.C.M.	Musical Director.
Miss E. Moore	Piano and Theory of Music.
Miss E. Harrington	Piano.
Miss M. Jones	Violin.
Miss E. Lee	Kindergarten and Domestic Science.
Miss L. H. Haycock	Knitting and Crochet.
Miss E. Cooper	Sewing and Darning.
Miss K. Burke	Assistant Knitting and Sewing.
T. S. Usher	Piano Tuning.
W. B. Donkin	Trades Instructor.
Miss C. Roberts	Printer.
D. Green	Supervisor of Boys.
Miss M. J. Cronk	Visitors' Attendant.
Mrs. J. Kirk	Boys' Nurse.
Miss M. Stewart	Girls' Nurse.
J. B. Wilson	Engineer.
G. G. Lambden	Carpenter and teacher of Sloyd and Hammock-netting.
G. Grierson	Baker.
D. Willits	Farmer and Gardener.

I have the honour to be,
Sir,
Your obedient servant,
H. F. GARDINER,
Principal.

Brantford, November 1st, 1911.

PHYSICIAN'S REPORT

HON. R. A. PYNE, M.D., LL.D., *Minister of Education*:

Sir,—I have the honour to forward my annual report for the year ending October 31st, 1911.

The health of officers and pupils during the year was hardly up to the average. Early in December we had an outbreak of mumps which necessitated the engaging of a trained nurse to take charge of a considerable number of pupils who became infected. Hardly had the epidemic of mumps cleared up when measles became epidemic and the isolation process had to be repeated. All the patients, however, did well and made good recoveries.

During the session an unusual number of officers and employees were incapacitated, for short periods, with temporary illnesses, which all ended favourably.

In September, 1911, all returned in good health, and with few exceptions have continued well to date.

I have the honour to be,

Sir,

Your obedient servant,

J. A. MARQUIS.

Brantford, Nov. 1st, 1911.

OCULIST'S REPORT

HON. R. A. PYNE, M.D., LL.D., *Minister of Education*:

Sir,—Herewith I beg to submit my report on the condition of the pupils' eyes.

Pupils examined—

Boys	new 11,	old	30,
Girls	" 4,	"	23,

Condition of sight—

Pupils absolutely blind	3
Pupils with perception of light only	6
Pupils able to count fingers or distinguish large letters	6

Considering the individual eyes—

Eyes removed	5
Eyes to consider in the fifteen new pupils	25
Eyes absolutely blind	7
Eyes with perception of light only	8
Eyes able to count fingers or distinguish large letters	10

One boy included in this classification, when fitted with proper glasses, was found to have good sight, rendering him ineligible to the Institution and he was accordingly retired.

The diseases causing blindness were—

Injuries	3
Ophthalmia Neonatorum (besides one doubtful)	3
Myopia and its sequelae	3
Optic Atrophy	1

Keratitis	1
Hypermetropia, (ineligible)	1
Microphthalmus	1
Doubtful, degenerated eyes with no history	2

It will be seen from the above classification that as usual cases of "preventable blindness" are responsible for the presence of a large proportion of the new pupils, six, possibly seven, out of the fifteen, or fourteen rather, as one examined was found not to be blind, approximately fifty per cent.

In speaking of preventable blindness we usually think of Ophthalmia Neonatorum, but technically Injuries also come under this class.

The injuries were all to boys, two gunshot wounds, one at the age of eight, the other sixteen, each with one eye removed and the other eye only able to distinguish light from darkness. The third injury resulted from a knife at the age of three and a half; that eye was removed and the other is able to perceive light, Sympathetic Ophthalmia having compassed its destruction. Of course we have not the histories of these accidents but it does seem as if they must have been preventable.

Of the six eyes affected by Ophthalmia Neonatorum, two are absolutely blind, three perceive light, and one can count fingers at a distance of twelve feet, which illustrates the usual very bad effect this disease has on the sight. If all Obstetricians would not be content to use some preventive measure in those cases only where they have reason to suspect infection may take place, but, as is their duty, would make it a routine practice to treat the eyes of every new-born babe after the method of Crede, or some modification of it, such as the substitution of a 25 to 50 per cent. solution of Argyrol for the Nitrate of Silver, about one-fifth of all blindness would be prevented.

No special comment need be made on the other cases except to say that the sight of most of them is very bad, and the age of entrance is rather satisfactory, most of them coming in between the ages of eight and eleven.

Of the former pupils examined some changes in the condition of their sight were found, a few showed a slight depreciation, but most were more favourable, some to the extent of being able to count fingers at double the distance they could two years ago, and where a person's sight is limited to the ability to count fingers the doubling of that ability means a good deal of increased capacity although they may yet have very deficient sight.

A few cases needed treatment during the year but nothing of a serious nature and all resulted satisfactorily. Two were treated surgically with gratifying improvement in the condition of their eyes.

Respectfully submitted,

B. C. Bell.

Brantford, November 1st, 1911.

LITERARY EXAMINER'S REPORT

Hon. R. A. Pyne, M.D., LL.D., *Minister of Education*:

Sir,—I have the honour to submit my report upon the literary work done at the Ontario Institution for the Education of the Blind, for the academic year now closing. The examination was conducted on June 13, 14, 15 and 16. The following is a detailed statement:

Mr Wickens' Classes

Bible History.—The limit covers the First and Second Books of Samuel, with a detailed study of the lives of Samuel, Saul and David. There are 24 pupils in this class and the marks ranged from 0 to 100, with an average of 93 per cent.

Spelling.—The limit in this class is Grade 7 of the Ontario Public School Speller. Twenty pupils formed the class and the marks ranged from 67 to 100, the average being 93.

Geography.—A class of 14 pupils was tested on Europe, its countries, people and products. The marks ranged from 0 to 100, the average being 68 per cent.

Physiology.—The limit in this subject consists of a general review and special attention to food and its digestion. Sixteen pupils were examined, the marks ranged from 0 to 100, with an average of 84.

Arithmetic.—A class of pupils, twenty in number, examined upon ten questions involving fractions obtained marks ranging from 20 to 100, the average being 83. The work of this class convinces me that pupils who are able to see put too much stress upon the use of pencil and paper.

Reading.—The pupils of this class read from the Third Reader of the Ontario Public School course. The articulation and expression were good, and a number of questions put to the pupils convinced me that they grasped the meaning of the selections read. The average mark obtained by a class of 17 was 94.

Latin.—This class consists of seven pupils, who were examined on declension of nouns and adjectives, comparison of adjectives; verbs, their principal parts and tenses; the translation of short sentences and some portions of Caesar. The marks ranged from 83 to 100, the average being 93.

Mr Roney's Classes

Arithmetic.—This class of 19 was given a number of problems in addition, subtraction and multiplication. The marks varied from 17 to 100, the average being 63. This class contains many small pupils and some who are putting in their first term at the Institution.

Geography.—A class of twenty pupils was questioned on Canada with particular reference to its resources, industries, highways, exports, imports, trade, etc. The marks ran from 35 to 100, with an average of 83.

Physiology.—The limit in this class covers Digestion, Respiration and the Circulation of the Blood. There are 18 pupils in the class and the marks were from 0 to 100, with an average of 77.

Reading.—This class uses the Ontario Public School Primer and First Reader. Of the 12 pupils in this class, many read well; others who were recent arrivals at the Institution did not do as well. The marks ranged from 60 to 100, with an average of 81.

Grammar.—This class of 19 pupils had covered Part I. of the Ontario Public School Grammar and had made good progress. The minimum mark was 0, the maximum 100 and the average 92.

Writing.—The method of teaching writing necessarily produces considerable uniformity. The writing was very creditable indeed, the marks ranged from 70 to 95, the average being 82.

Physical Culture.—A large class of girls was given a number of exercises with dumb-bells, clubs and wands. The movements were executed with accuracy and precision. The class enjoyed the physical exercises. The manner in which

these blind girls arrange themselves for their exercises is quite as good as that in many schools where pupils have sight.

Miss Kavanagh's Classes

Bible History.—This class contains 13 pupils who had studied the first three ages of the Old Testament. The marks ranged from 0 to 100, with an average of 89.

Spelling.—The limit for this class is Grade II of the Ontario Public School Speller. There are 20 pupils in the class and all spell well. The lowest mark given was 83, the highest 100, and the average was 97.

Arithmetic.—I gave this class of 12 pupils ten questions on the application of percentage in problems and the results were very gratifying. The marks ranged form 10 to 100, the average being 80.

Geography.—This class of 23 pupils has simple definitions, the lakes and counties of Ontario, and the towns and villages of the county from which the pupil comes as a limit. The pupils are mostly young, but did well in the test. The marks ranged from 17 to 100, the average being 94.

Reading.—This class of 18 pupils read selections from the Ontario Public School Second Reader. Although many of these pupils are young, they put considerable expression in their reading and speak distinctly. The marks run from 75 to 95, the average being 83.

Grammar.—This class covers the parts of speech, inflections and parsing. Reasonable progress has been made. The marks ranged from 22 to 100, the average being 80. There are 19 pupils in the class.

Writing.—This class of 18 pupils is taught the small letters, figures and punctuation marks. Some members of this class are making their first effort at writing this year. The marks ran from 45 to 100, the average being 85.

Object Lessons.—Twenty-two pupils take this work. Among the objects studied are salt, tea, butter, cheese, coffee, pepper, wool, cotton, silk. Birds commonly found in Ontario. Brief sketches of "People of Other Lands." Judging from the answers received it would appear that considerable stress is laid on information relating to these objects. The class did very well, as the marks ranged from 33 to 100, with an average of 77.

Miss Rae's Classes

Bible History.—This class of 21 girls showed a good knowledge of the Book of Job, which forms the limit of work. The marks ranged from 0 to 100, with an average of 91.

Spelling.—This class of 26 pupils has as a limit Grade 8 of the Ontario Public School Speller. The accuracy with which all pupils spell is noticeable and this class was no exception, the marks ranging from 75 to 100, with an average of 89.

Arithmetic.—In this class are 18 pupils who cover multiplication tables to 20 times 20; weights and measures; problems based on simple and compound rules; bills; sharing; aggregates and averages; L. C. M. and G. C. M. The marks ran from 41 to 100, the average being 66.

Geography.—There are eight pupils in this class and the limit includes the map geography and products of the United States and of South America. Several questions to each pupil gave results from 0 to 80 per cent., the average being 54.

Physiology.—The limit for this class includes the skin, the bones, digestion, circulation, respiration and the nervous system. Eight pupils were examined and made marks from 35 to 100, with an average of 74.

Literature.—The work in Literature comprises the study of selections from the first 195 pages of the Ontario Public School Fourth Reader, and of The Merchant of Venice. Good work has evidently been done in this important subject, as evidenced by the marks which run from 0 to 100, with an average of 83.

Composition.—The work in composition with this class during the past year was largely the reproduction of stories which had been read to the class, most of which were of a descriptive or an historical nature. Time not permitting me to have specimens written during class hour, I obtained from the teacher some work from each pupil, which I took with me and read at my leisure. These were certainly an interesting lot, some being written on the grooved card with a lead pencil, some written in the ordinary manner with a lead pencil, some written on the typewriter, and one—by a pupil with a little sight—in ink. As a class, they do well in composition, and I was pleased to know that this important subject is not neglected.

Grammar.—This class of 14 pupils had given considerable attention to the history of the English language and analysis and parsing. The marks ranged from 33 to 100, the average being 65.

Writing.—As in other classes, the writing was uniformly well done. Lowest mark 60, highest 100, average 78.

British History.—In this subject the class of 32 pupils covers eleven chapters of Justin McCarthy's "A Short History of Our Own Times." This class was not as uniform as many others, the marks ranging from 0 to 100, with an average of 58.

Canadian History.—The limit in this class includes a brief history of Canada, with special emphasis on "How We are Governed." This class is a large one, including 31 pupils, but has made very good progress. The marks run from 0 to 100, with an average of 73.

Miss Lee's Classes

Miss Lee still continues to do a variety of work including the Kindergarten, the Domestic Science and work in the primary grades.

Bible History.—The limit in this class includes the first part of the Book of Genesis, the Ten Commandments, the Beatitudes, the names of the Books in the Bible, the memorization of Psalms i, xix, xxiii, cxvii, and cxxi. This class was exceptionally well up, sixteen of the seventeen in class answering all questions correctly. The seventeenth boy received 75 per cent.

Spelling.—This class, as did the others, upheld the high standard of excellence in spelling in the Institution. The lowest mark was 50, the highest 100, the average 96. There are 18 pupils in the class.

Arithmetic.—This class has the addition tables from 1 to 13, simple subtraction, multiplication tables to 5 times 20 and simple problems. There are fifteen pupils in the class and all did well except one. The marks run from 0 to 100, with an average of 76.

Domestic Science.—Six girls do this work. The accommodation is limited for even this small number of pupils. The constant supervision which the teacher must give would not enable her to take many pupils at a time. During my visit to this class the girls made coffee and a currant pie, to the excellence of both of

which I am pleased to bear testimony. The number of pupils ready to take this important work limits the course to one year.

Reading.—The reading with this elementary class of 17 pupils, many of whom are beginners, was good. The marks range from 50 to 100, with an average of 87.

Kindergarten.—Practically all the work of a regular Kindergarten is taken up here. I saw pupils doing pasting, sewing perforated cards, stringing cylinders and cubes, stringing straws and circular discs, lacing, folding, weaving, etc. Others were working with plasticene and others with the fifth gift. This is good work for the children, as they learn a great deal of detail, also to observe very accurately. The blind children produce in plasticene more accurate reproductions of objects that they have handled than seeing children do from those which they have handled.

Miss Haycock's Classes

Bible History.—This class of 14 girls studies the first eleven chapters of St. Luke, the Commandments, the Beatitudes, the Song of the Angels, the Song of Mary, the Song of Zacharias, the Song of Simeon, and the names of the Apostles of our Lord. Only one girl failed to make 100 per cent., and she obtained 50 per cent.

Spelling.—This class of 14 pupils covers Grades I and II of the Ontario Public School Speller. The results were very satisfactory, the percentages running from 50 to 100, with an average of 90.

Miscellaneous

Knitting and Crocheting.—In the first of these departments Miss Haycock gives instruction to 44 girls, and in the second to 9 girls. The work includes practically all stitches known to the art, and the articles made are numerous, including, among others, shawls, fascinators, table mats, slippers, jackets, tea cosies, laces, etc. Many girls make considerable pocket money from this source.

Hand and Machine Sewing.—This work is under the direction of Miss Cooper, who gives instruction in sewing to 36 girls and in darning to 22 girls. Among the numerous products of this class I saw aprons, drawers, pillow shams, night-gowns, corset-covers, and towels. The hemming, basting and stitching were very skilfully done in almost every case. I was very much interested in watching the girls making a dress and a waist in which insertion was being set. Some of the darning was very cleverly done.

Bead Work.—Miss Cronk directs this work, with the assistance of a pupil teacher, Miss Hepburn. The class of 57 pupils includes both boys and girls. As the work of the term was practically closed, only a few pupils were at work, completing articles which they intended taking home with them. Much of the work of the term was on exhibit and included a variety of objects such as glove boxes, handkerchief boxes, vases, a buggy, baskets, pitchers, boats, trays, match scratchers, napkin rings, candlesticks, etc. Nearly all members of the class were preparing to take home some beads with which they would occupy a part of the holiday that might otherwise prove lonely. From a financial point of view this work is of comparatively little value to the pupils.

Physical Culture.—This work is under the direction of Mr. Green, who does it well. The gymnasium is not used as much in the summer, when the boys are able to get out, as in the winter. For this reason the boys were not in as good form

Making Rope from Binder Twine, O.I.B.

as they would be in the winter; still, they gave a splendid exhibition of a variety of exercises on the ladder, the horse and the parallel bars.

Sloyd and Netting.—In the first of these departments Mr. Lambden gives instruction to 11 boys and in the second to 13 boys. The accommodations for this work are splendid, and good results should be secured. As the term is ended much of the work has been taken away, the boys having disposed of it. Some pocket money is secured from this work, but the time and cost of material prevent the boys competing successfully with machine-made goods.

Willow Work, Cane Work and Rope-making.—Mr. Donkin gives instruction to a number of boys in this work. This work is one in which an industrious blind boy can make a very good living and render himself independent of assistance. The articles made are superior to much that is on the market and find a ready sale. I was pleased to know that Mr. Donkin does not forget his pupils after they leave the Institution. He informs me that he intends spending the summer in teaching ex-pupils and other blind people the use of his form and his revolving table, which will no doubt be of much benefit to them. Among the articles which the boys had made, I saw root, paper, lunch, clothes, delivery and fish baskets, willow trucks, arm chairs, sewing tables, hampers, jardiniere stands and stools of various kinds. Some pupils were engaged in making ropes and others in seating chairs with cane.

Notes and Suggestions

(1) I was pleased to see that the printer at the Institution had added more of the books authorized by your Department to the library and class-rooms.

(2) It will readily be understood that the method of conducting the examination at the Institution is not in all cases fair to the pupils. The fact that it must be largely oral, and hence limited to a few questions to each pupil, does not give all pupils an opportunity to answer all questions. This sometimes results in a pupil getting no marks, or only a limited number, when he might answer perfectly the questions that had been asked another pupil.

(3) A reading-room is needed very badly for the pupils.

(4) It would be well to have an occasional inspection during the term rather than at the close.

All the foregoing is respectfully submitted.

E. F. C. Kilmer, B.A.,

Inspector Brantford City Schools, Examiner.

Brantford, June 19th, 1911.

REPORT ON MUSICAL INSTRUCTION

Hon. R. A. Pyne, M.D., LL.D., *Minister of Education*:

Sir,—I have the honour to forward my report on the Music Department of the Ontario Institution for the Education of the Blind, Brantford.

The examinations upon which this report is based were conducted on the evening of June 7th, and on June 8th and 12th. The subjects included were Piano, Organ, Solo-singing and Voice-production, Choral Class work, Theory of Music, and Piano-tuning.

There were fifty-two candidates for examination in Piano-playing, three in Organ, six in Solo-singing, and ten in the Theory of Music (Harmony up to four parts, Counterpoint up to three parts, and Musical History).

Of the pupils who constitute the Primary Class in Piano-playing, two were "very good," one "good," three "fair," one "weak," and two "very weak."

In Grade No. 1, of twenty pupils, two gained first-class honours (80 marks and over), nine others obtained honours (70 to 80 marks), and seven passed. Two were given credit for passing Part I of the examination.

In Grade No. 2, of fifteen pupils, two passed with first-class honours, three with honours, and eight reached the "pass" standard.

In Grade No. 3 the only candidate examined passed a good examination and obtained first-class honours.

In Grade No. 4 (advanced), one gained honours of the first class, another second-class honours, and two passed. Of these, the two honour candidates are especially promising.

The only candidate presented in Class 5 is very highly talented, and should eventually make his mark as a musician. He obtained first-class honours with 80 per cent.

It is with much pleasure that I congratulate the teachers, Mr. W. Norman Andrews (Musical Director), Miss Moore, and Miss Harrington, on the excellent progress made in piano study. The high artistic attainments of the pupils generally have been fully maintained, and a very great advance has been made during the past year in the matter of technique.

As a result of this year's examination, allow me to state my impression that it is most important in every department of musical study, and in piano-playing especially, to maintain a strict adherence to the requirements as laid down in the excellent syllabus prepared by the Musical Director; and this because the graduating certificates which are now given to successful students, to be of real value to any who desire to make music a means of livelihood in the future, should be a hall-mark of such a high standing as will be acknowledged by the universities and other recognized educational institutions of standing.

Three pupils were examined in the department of Organ-playing. The results were highly satisfactory. Two obtained honours in Grade No. 1, and one, a young man of eighteen years of age, passed the final examination with first-class honours. This candidate has also the distinction of being an Associate of the Canadian Guild of Organists, a very high honour for one so young. Indeed, the institution may well be proud of so highly gifted and well equipped a musician.

Of the six candidates in Solo-singing and Voice-production, all were successful. I was glad to notice that much more attention than hitherto has been given to the all-important subject of voice-production.

The Theory of Music. Ten candidates were examined in Harmony, Counterpoint and History. The majority of these pupils showed a very good knowledge of all three sections of the papers set. The third year pupils did specially good work. Perhaps the History papers generally contained a little too much anecdote, to the exclusion of the more important points *re* the composers' works and their bearing and influence on music generally.

Great credit is due to Miss Moore, who conducts this class entirely, for her power of imparting so much valuable knowledge.

Musical Form. One candidate was presented and passed a fair examination in Grade II.

Musical Dictation. Fifty-two pupils took down in point print the notes of all four parts of a hymn tune, which was dictated by the Principal, Mr. H. F. Gardiner. In this valuable test, 28 pupils gained the maximum number of marks,

16 gained 90 per cent or over; 3 only failed to reach the 50 mark. Too much stress can hardly be laid on the importance of this remarkable result, since it is only by means of point print that the blind student is enabled to express his musical ideas on paper; thus it is, of course, an essential to all those who aspire to become composers.

The Choral Class is a capital organization of forty-five well selected voices. The class sang a number of technical studies in an almost perfect manner. Several interesting four-part songs were performed, under the direction of Mr. W. Norman Andrews, with evident enjoyment. The accompaniments were excellently played by the senior music student of the Institution. The quality and production of the young tenor and bass voices were especially good, and the intonation and enunciation of the whole class reflect great credit on both the Musical Director and his enthusiastic singers. I observed that a good system of breathing prevailed, because this often-neglected point is of immense importance to the students, not only from the musical standpoint, but also from the physical.

Piano-tuning. Mr. Usher, who is responsible for this department of the Institution, has classes numbering in all twenty-two students of various grades. They all are doing excellent work; a few have completed their course, and are now accomplished tuners. I witnessed with pleasure and much approbation some practical work in several of the tuning studies. In addition to tuning itself, several of the advanced students exhibited decided ability and knowledge in dealing with the mechanism of the piano. The decision made in the best interests of the students, that it is compulsory for those who take the Tuners' Course to pass at least Grades 1 and 2 of the Piano Examination, before receiving a Graduating Tuner's Certificate, is most satisfactory.

I understand from the Principal of the Ontario Institution for the Blind that arrangements are being made to take up the study of the violin, beginning with the next session. This is decidedly a step in the right direction.

In conclusion, I should like again to congratulate the staff of the Music Department on the distinct advance which has been made during the past year.

I have the honour to be,

Sir,

Yours most obediently,

Albert Ham, *Mus. Doc., F.R.C.O.*

Toronto, June 17th, 1911.

ONTARIO INSTITUTION FOR THE BLIND

STATISTICS FOR THE YEAR ENDING 31st OCTOBER, 1911

I.—Attendance

	Male	Female	Total
Attendance for portion of year ending 30th September, 1872..	20	14	34
" for year ending 30th September, 1873.....	44	24	68
" " " 1874.....	66	46	112
" " " 1875	89	50	139
" " " 1876.....	84	64	148
" " " 1877.....	76	72	148
" " " 1878.....	91	84	175
" " " 1879.....	100	100	200
" " " 1880.....	105	93	198
" " " 1881.....	103	98	201
" " " 1882..... ...	94	73	167
" " " 1883.....	88	72	160
" " " 1884.....	71	69	140
" " " 1885.....	86	74	160
" " " 1886.....	93	71	164
" " " 1887.....	93	62	155
" " " 1888.....	94	62	156
" " " 1889.....	99	68	167
" " " 1890.....	95	69	164
" " " 1891.....	91	67	158
" " " 1892.....	85	70	155
" " " 1893.....	90	64	154
" " " 1894.....	84	66	150
" " " 1895.....	82	68	150
" " " 1896.....	72	69	141
" " " 1897.....	76	73	149
" " " 1898.....	74	73	147
" " " 1899.....	77	71	148
" " " 1900.....	77	67	144
" " " 1901.....	72	66	138
" " " 1902.....	68	70	138
" " " 1903.....	67	64	131
" " " 1904.....	68	66	134
" " " 1905.....	67	74	141
" " " 1906.....	71	76	147
" " " 1907.....	72	72	144
" " " 1908.....	71	68	139
" " " 1909.....	72	70	142
" " 31st October, 1910.....	77	67	144
" " " 1911.....	76	61	137

II.—Age of Pupils

	No.		No.
Six years.....		Eighteen years.....	10
Seven "	2	Nineteen "	12
Eight "	4	Twenty "	6
Nine "	4	Twenty-one "	4
Ten "	12	Twenty-two "	3
Eleven "	7	Twenty-three "	2
Twelve "	9	Twenty-four "	2
Thirteen "	7	Twenty-five "	2
Fourteen "	7	Over twenty-five years	10
Fifteen "	16		
Sixteen "	7	Total	137
Seventeen "	11		

III.—Nationality of Parents

—	No.	—	No.
American	4	Norwegian	.....
Canadian	71	Russian	1
English	40	Scotch	8
Irish	4	Unknown	2
Italian	1	Welsh	1
Galician	1		
German	3	Total	137
Hungarian	1		

IV.—Denomination of Parents

—	No.	—	No.
Christian Science	1	Salvationist	2
Congregational	1	Lutheran	1
Baptist	9	Jewish	1
Disciples	1	Greek Catholic	1
Episcopalian	39	Unknown	1
Methodist	38	United Brethren	1
Presbyterian	21		
Roman Catholic	20	Total	137

V.—Occupation of Parents

—	No.	—	No.
Agent	1	Labourers	27
Baker	1	Lawyer	1
Bar-tender	1	Manufacturers	4
Barber	1	Machinists	3
Bricklayer	2	Mason	1
Blacksmith	1	Merchants	9
Butcher	1	Military	1
Chief of Police	1	Miner	1
Carpenters	8	Painters	2
Clerk	.....	Printer	1
Caretaker	1	Plasterers	2
Contractor	1	Physician	1
Cook	1	Policemen	2
Clergyman	1	Sailors	2
Drover	1	Shoemakers	2
Electrician	1	Railway employees	3
Engineers	2	Tanner	1
Farmers	24	Tailors	2
Firemen	3	Travellers	2
Fisherman	1	Teamsters	5
Gardener	1	Tinsmiths	2
Government officer	1	Warehouseman	1
Grocer	1	Unknown	4
Hackman	1		
Hotel-keeper	.....	Total	137
Jeweller	1		

VI.—Cities and Counties from which pupils were received during the official year ending 31st October, 1911

County or City	Male	Female	Total	County or City	Male	Female	Total
District of Algoma	2	....	2	County of Northumberland	1	....	1
City of Belleville	....	....	....	" Ontario	2	1	3
County of Brant	....	1	1	City of Ottawa	6	6	12
City of Brantford	2	2	4	County of Oxford	1	4	5
County of Bruce	1	2	3	" Perth	1	....	1
" Carleton	....	....	....	City of Peterborough	....	2	2
" Dufferin	....	....	....	County of Prince Edward	1	....	1
" Durham	....	....	....	" Prescott	1	....	1
" Elgin	....	....	....	" Russell	....	2	2
" Essex	1	1	2	City of St. Catharines	....	1	1
" Glengarry	....	1	1	" Stratford	1	1	2
" Grey	1	1	2	County of Simcoe	3	1	4
City of Guelph	....	1	1	" Stormont	....	1	1
County of Haldimand	....	....	....	City of Toronto	11	10	21
" Haliburton	1	....	1	County of Victoria	1	....	1
" Halton	....	....	....	" Waterloo	1	....	1
City of Hamilton	3	4	7	" Welland	3	....	3
County of Hastings	2	....	2	" Wellington	....	1	1
" Huron	4	3	7	" Wentworth	1	....	1
" Kent	1	2	3	" York	3	1	4
" Lambton	3	2	5	*Saskatchewan	4	1	5
" Leeds	2	....	2	*Alberta	3	1	4
" Lanark	1	....	1	*Manitoba	4	2	6
City of London	1	....	1	*British Columbia	....	....	....
County of Middlesex	....	3	3	District of Parry Sound	1	....	1
District of Muskoka	....	2	2	*Quebec	1	....	1
District of Nipissing	1	....	1				
County of Norfolk	....	1	1	Total	76	61	137

* On payment.

VII.—Cities and Counties from which pupils were received from the opening of the Institution till 31st October, 1911

County or City	Male	Female	Total	County or City	Male	Female	Total
District of Algoma	8	4	12	County of Haldimand	4	5	9
City of Belleville	4	1	5	" Haliburton	1	....	1
County of Brant	9	8	17	" Halton	7	3	10
City of Brantford	17	12	29	City of Hamilton	16	20	36
County of Bruce	9	11	20	County of Hastings	6	5	11
" Carleton	2	2	4	" Huron	14	13	27
" Dufferin	2	1	3	City of Kingston	7	4	11
" Dundas	3	3	6	County of Kent	10	7	17
" Durham	4	4	8	" Lambton	19	8	27
" Elgin	7	6	13	" Leeds	14	4	18
" Essex	14	20	34	" Lanark	4	4	8
" Frontenac	5	3	8	" Lennox	4	1	5
" Glengarry	8	1	9	" Lincoln	3	3	6
" Grenville	2	2	4	City of London	12	10	22
" Grey	10	12	22	District of Nipissing	7	4	11
City of Guelph	4	3	7	County of Middlesex	10	13	23
				District of Muskoka	3	3	6

VII.—Cities and Counties from which pupils were received from the opening of the Institution till 31st October, 1911—Continued

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Norfolk	11	9	20	County of Stormont	5	1	6
" Northumberland	6	9	15	City of Toronto	65	50	115
" Ontario	8	10	18	County of Victoria	8	2	10
City of Ottawa	24	7	31	" Waterloo	12	5	17
County of Oxford	7	13	20	" Welland	9	5	14
" Peel	2	1	3	" Wellington	10	8	18
" Perth	5	10	15	" Wentworth	10	10	20
" Peterborough	13	5	18	" York	21	16	37
" Prince Edward	7	2	9	*Province of Quebec	5	1	6
" Prescott	4	....	4	*Saskatchewan	5	5	10
" Renfrew	8	6	14	*United States	1	...	1
" Russell	5	3	8	*British Columbia	2	....	2
City of St. Catharines	2	2	4	*Manitoba	4	2	6
" St. Thomas	3	2	5	District of Parry Sound	2	....	2
" Stratford	3	1	4	*Alberta	3	3	6
County of Simcoe	13	11	24		532	399	931

* On payment.

VIII.—Cities and Counties from which pupils were received who were in residence on 31st October, 1911

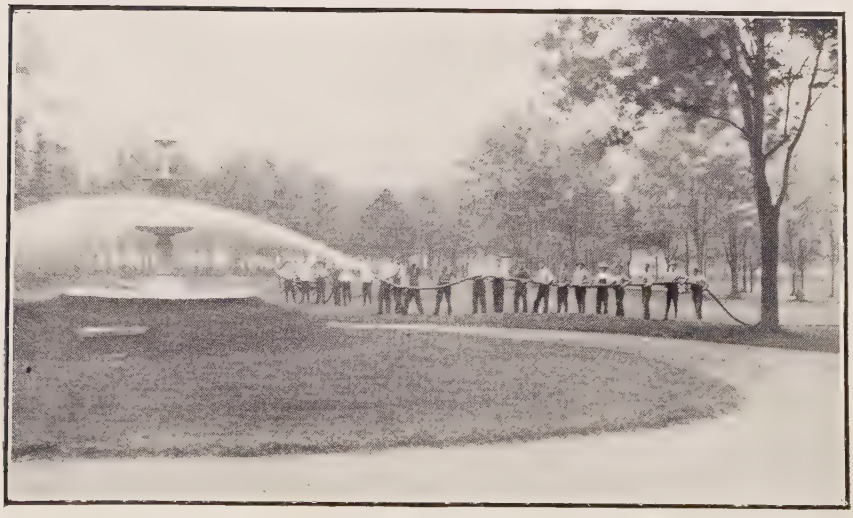
County or City	Male	Female	Total	County or City	Male	Female	Total
District of Algoma	2	....	2	County of Ontario	2	1	3
City of Belleville	....	....	....	City of Ottawa	7	6	13
County of Brant	....	1	1	County of Oxford	1	4	5
City of Brantford	1	2	3	" Perth	1	....	1
County of Bruce	....	1	1	City of Peterborough	....	1	1
" Durham	....	....	....	County of Prince Edward	....	....	....
" Elgin	....	....	....	" Prescott	....	....	....
" Essex	....	....	....	" Russell	....	2	2
" Glengarry	....	1	1	City of St. Catharines	....	1	1
" Grey	2	2	4	" Stratford	....	1	1
City of Guelph	....	1	1	County of Simcoe	2	....	2
County of Haliburton	1	....	1	" Stormont	....	1	1
City of Hamilton	2	3	5	City of Toronto	8	7	15
County of Hastings	1	....	1	County of Victoria	....	....	....
" Huron	3	3	6	" Waterloo	1	....	1
" Kent	1	3	4	" Welland	2	....	2
" Lambton	2	2	4	" Wellington	....	....	....
" Leeds	2	....	2	" Wentworth	....	....	....
" Lanark	1	....	1	" York	1	1	2
City of London	1	....	1	Quebec	1	....	1
County of Middlesex	....	1	1	Manitoba	2	2	4
District of Muskoka	....	2	2	District of Parry Sound	1	....	1
" Nipissing	1	....	1	Saskatchewan	4	1	5
City of Niagara Falls	1	....	1	Alberta	3	....	3
County of Norfolk	....	1	1				
" Northumberland	1	....	1	Totals	5	51	109

Ontario Institution for the Education of the Blind, Brantford, Ont., Canada. Maintenance Expenditure for the year ending 31st October, 1911. Compared with preceding year

Item	Service	31st October, 1910			31st October, 1911		
		Total expenditure, 1910	Yearly cost, Average 119	Weekly cost Average	Total expenditure, 1911	Yearly cost Average 116	Weekly cost Average
		$ c.	$ c.	c. mls.	$ c.	$ c.	c. mls.
1	Medicine and Medical Comforts..	131 46	1 10	2.1	157 16	1 36	2.6
2	Butchers' Meat, Fish and Fowl .	1,918 92	16 12	31.	2,232 86	19 42	37.1
3	Flour, Bread and Biscuits.....	541 10	4 37	8.2	532 01	4 58	8.8
4	Butter and Lard.....	1,637 57	13 76	26.4	1,512 17	13 04	23.1
5	General Groceries.....	1,290 69	10 84	20.8	1,331 40	11 47	22.
6	Fruit and Vegetables.....	244 59	2 05	3.9	221 83	1 91	3.6
7	Bedding, Clothing and Shoes	258 33	2 17	4.1	419 43	3 44	6.6
8	Fuel—Wood, Coal and Gas	3,152 77	26 49	50.9	3,847 88	33 17	65.7
9	Light—Gas and Electric	1,088 05	9 14	17.6	1,051 74	9 14	17.6
10	Laundry—Soap and Cleaning....	379 11	3 18	6.3	449 91	3 87	7.4
11	Furniture and Furnishings	605 89	5 09	9.8	454 22	3 92	7.5
12	Farm and Garden — Feed and Fodder.....	757 71	6 36	10 2	656 98	5 66	10.9
13	Repairs and Alterations.....	1,371 72	11 52	22.1	1,198 41	10 30	19.8
14	Advertising, Printing, Stationery, etc.....	470 08	3 95	7.6	518 51	4 47	8.6
15	Books, Apparatus and Appliances	1,321 12	11 10	21.3	1,106 64	9 54	18.5
16	Miscellaneous—Unenumerated...	1,094 71	9 27	17.8	1,251 47	10 78	20.7
17	Pupils' Sittings at Church.....	200 00	1 67	3.2	200 00	1 72	3.3
18	Rent of Hydrants.....	160 00	1 34	2.6	160 00	1 37	2.6
19	Water Supply.....	290 46	2 44	4.7	426 61	3 67	7.
20	Salaries and Wages.....	21,944 81	184 41	354.6	22,801 96	196 56	366.4
21	Special—						
	Repairing Pianos and Organs	555 00	4 66	8.9	96 00	0 82	1.7
	Hardware, etc.....	177 49	1 49	2.8	262 10	2 26	4.3
	Workshops—Willow Dept....	235 91	1 98	3.8	172 07	1 48	2.8
	" Hammock Dept.	86 66	0 72	1.4	155 84	1 34	2.6
		39,914 15	335 41	645.	41,217 20	355 32	683.1

31st October, 1911. Certified. W. N. HOSSIE, Bursar.

View on Main Driveway, Ontario Institution for the Deaf



Boys at Fire Drill, Ontario Institution for the Deaf

APPENDIX J

REPORT OF THE SUPERINTENDENT OF THE ONTARIO INSTITUTION FOR THE DEAF AND DUMB

Minister of the Government in Charge

HON. R. A. PYNE, M.D., LL.D., M.P.P.

Officers of the Institution

C. B. Coughlin, M.D.	Superintendent.
Wm. Cochrane	Bursar.
W. W. Boyce, M.D.	Physician.
Miss E. A. Willoughby	Matron.

Teachers

Manual	Oral
D. R. Coleman, M.A. (Head Master).	W. J. Campbell.
J. C. Balis, B.A.	Miss A. Burke.
G. F. Stewart.	H. L. Ingram.
Mrs. J. C. Balis.	T. A. Pratt.
Miss Templeton.	Miss L. Hunter.
Miss Linn.	Miss E. Deannard.
Miss James.	Miss M. Evoy.
Miss Bull.	Miss K. Ford.
	Miss I. B. Palen.
	Miss P. Campbell.

Articulation	Miss F. Cross.
Domestic Science	Miss K. Vaughan.
Fancy Work	Miss M. Bull.
Manual Training	H. L. Ingram.

Miss B. A. McIntosh	Clerk.
Miss A. B. Morrison	Trained Nurse and Instructress in Nursing.
Miss M. A. Kitts	Assistant Matron and Supervisor of Girls.
Miss K. B. Scott	Teacher of Sewing.
Wm. Nurse	Storekeeper and Assistant Supervisor of Boys.
W. S. Minns	Supervisor of Boys.
J. T. Burns	Printer and Instructor in Printing.
A. Morrice	Shoemaker and Instructor in Shoemaking.
J. Boyd	Baker and Instructor in Baking.
J. Dowrie	Carpenter and Instructor in Carpentering.
R. J. R. Shorthill, B.S.A.	Teacher of Agriculture and Farmer.
C. J. Peppin	Engineer.

Poultry House and Run, O.I.D.

In the Pasture, O.I.D.

INSTITUTION FOR THE DEAF,
BELLEVILLE, October 31, 1911.

HONOURABLE R. A. PYNE, M.D., LL.D.,
Minister of Education, Ontario:

SIR,—In presenting my report for the year 1910-11, it affords me much pleasure to state that the work of the past session was of a very satisfactory character. Our Oral work has been still further extended, there being now ten classes in this department; and it is only necessary to say that the results so far attained are meeting our most sanguine expectations. In the Manual classes, also, there has been good progress. Efforts are being made to co-ordinate the work of the various classes to a greater extent than formerly, and with good results. This is due partly to the discussions at the meetings of the Teachers' Association, which gave each teacher a better insight into the work as a whole; partly to the uniform exercises provided by our class-room leaflet and other helps prepared by our staff and printed here; partly to the more extended use of text-books in the class-room. The use of these books, as well as the Leaflet, Weekly News Sheet, etc., is aiding materially in promoting among the pupils the desire and ability to read. As stated in previous reports, we regard reading as a very important subject, perhaps the most important in our curriculum, and, in accordance with this estimate, as much of the work as possible is put before the pupils in printed form. In many of the classes very gratifying work in this direction is being done, and the results to the pupils in further awakening their intelligence, in extending their knowledge, in improving their language, and in stimulating their interest, are very marked; while the pupils are made much less dependent on the teacher, and are provided with the means of self-culture that will enable them to continue the educative processes after they leave school, and will greatly enhance their enjoyment and increase their chances of success in whatever sphere of life they may be placed.

The Attendance

At the close of last school term an unusually large number of pupils completed their course here and graduated; a few others who were here the full time allotted, and several who, through mental deficiency, were unable to make further progress, as well as a number who accompanied their parents to new homes in the Western Provinces, were written off.

This lessened our attendance at the opening, and relieved somewhat the congestion in the class-rooms, dormitories, etc., but this advantage is only temporary, as applications for admission are coming in rapidly, and indications point to a greater attendance next year, and, as a consequence, more severe congestion in all departments.

In my last report I referred to the advisability of making provision for the education of the feeble-minded deaf at some place outside of this Institution. I would again respectfully but strongly urge that this be done. There are several pupils in attendance that are incapable of any material mental development, yet would be benefited by discipline and training and the physical care they would receive in an institution suited to their condition and needs. This is entirely an educational Institution, and not the proper place for children of this class. Their presence here has a more or less deleterious effect on the other pupils; they lower very materially the status of the whole school, and it is undesirable and unfair that they should attend school here and mingle with the other pupils.

A Class in the Orchard, O.I.D.

On the Lawn, O.I.D.

Croquet, O.I.D.

Singing a Hymn, O.I.D.

Chums, O.I.D.

A Winter Scene, O.I.D.

Hon. W. J. Bryan addressing the pupils on the Grounds. Prof. Coleman interpreting.

Lawn Tennis, O.I.D.

A Little Pantomime, O.I.D.

In the Dairy Barn, O.I.D.

Clean Milking, O.I.D.

Teaching of Agriculture

In former reports the teaching of agriculture to the boys who come here from farm homes was advocated, and with your permission Mr. R. J. R. Shorthill, B.S.A., a graduate of the O. A. C., was appointed in July, teacher of this subject and given charge of the farm. At present he has a number of boys under instruction, and, while results cannot be estimated as yet, fair progress is being made in establishing the course.

Notwithstanding the prolonged drought during the summer months, the results from the farm this year were very satisfactory. The yield of grain, hay, vegetables, etc., was not large, but the milk production from our dairy herd made the operation of the farm on the whole quite profitable. The cash received from the sale of hogs, etc., during the year, together with a fair cash value on all farm products supplied to maintenance, would pay all operating expenses, including salaries, and show a profit of $493.36.

While the purpose in view is not the making of revenue, but rather the teaching of agriculture and the supplying of the pupils with fresh fruits, vegetables, eggs and pure milk, it is very gratifying that these very great advantages were secured without any additional expense to the Province.

Repairs and Alterations

During the summer the buildings were repaired generally and put in good condition for the reopening in September. In addition to this, the dairy and horse barns, which were being reconstructed, were completed. A hot water heating system was installed in the bursar's house, and our sewage disposal plant extended and improved.

The Sewage Disposal Plant

In view of the very general interest that is now being manifested in the problem of sewage disposal, a short description of our method may not be out of place in this report.

The raw sewage passes first into a combined septic and sedimentation tank, where the flow is retarded by a system of baffles, allowing time for bacterial action to take place and the precipitation of the solids. The solids in the bottom of this tank are drawn off at intervals and put on the farm. The effluent from the first tank flows by gravity to a well, from which it is pumped to the filter beds by an electrically driven pump, working automatically, where bacterial action is continued and the remaining fine particles of solids removed, as well as a large proportion of the disease-bearing germs. This filtrate flows by gravity into the last tank, which is equipped with a system of baffles similar to that of the first, and which again retards the flow, giving it a four hours' residence, during which time thorough chlorinization takes place, before it finally passes into the waters of the Bay of Quinte. The bacteriological reports of Dr. Amyot, Provincial Analyst, on specimens of effluent submitted to him for examination, show a total absence of colon and colonoid bacilli and a very low bacterial count. This report, showing, as it does, that the effluent is the equal of ordinary drinking water, is very satisfactory. I desire to express my appreciation of the assistance given by Dr. Amyot in the organization of the plant.

About 35,000 gallons of raw sewage is treated daily, and the operating expenses after installation will not exceed $1.50 per day.

Visit of the Royal Commission on Technical Education

On October 1st our Institution was honoured by a visit of the Royal Commission on Technical Education. Those present were: Prof. James Robertson, C.M.G., LL.D., Hon. John N. Armstrong, Rev. George Bryce, D.D., Mr. Daniel Forsyth, Mr. James Simpson, and Mr. E. A. Horton. Although it was Saturday, all the classes were in session, in order that the visitors might see the regular school work as it is carried on from day to day. A number of the manual classes were first visited, and the character and scope of the work in the scholastic departments exemplified as far as time permitted. The visitors were specially interested in the work of the oral classes, which were to them a complete revelation. The rest of the time was spent in the industrial department, with which, officially, the Commissioners were chiefly concerned. This co-ordination of the regular school work with trade instruction seemed to appeal to them strongly. In a public meeting held in Belleville that same afternoon, Dr. Robertson referred, in very complimentary terms, to what the Commission had seen at the Institution. The experience, he said, had been an unique one, and differentiated their visit to Belleville from that to any other place they had been. The work of the Institution was carried on in accordance with the most approved modern educational ideas; for the pupils not only received a good academic education, but were also taught such trades as would enable them to earn a competent livelihood. He had been particularly impressed with the splendid facilities for gardening, and advised that every pupil should have a plot for cultivation.

It is to be presumed that the Report of the Royal Commission will result in a substantial grant being made by the Dominion Parliament in aid of technical education. If this is done, the deaf of Canada are certainly entitled to a fair proportion of such grant, for no other class is more in need of trade instruction, handicapped as they are by their deafness. The number of trades taught at the Institution now is limited, and our facilities do not enable us to give a complete and thorough course in any one of these. The most we can do is to endeavour to give our pupils a good start—sufficient to enable them to qualify as apprentices after they leave here, but not enough to make them competent workmen. I, therefore, submit to your earnest consideration the desirability, I might say the outstanding need, of establishing here a continuation course of Technical and High School instruction, contingent on the Dominion Parliament making a reasonable grant for maintenance. This might be open to deaf students from all the Provinces for a post-graduate course, tuition to be free, but the cost of board, etc., to be defrayed by the students or by the Provinces from which they come. The standard for admission to this course should be equal to that of our present High School Entrance examination. Higher education for the deaf is not a new idea, but on the contrary has been in successful practice in the United States for many years. As early as 1864 Gallaudet College was opened in the city of Washington and given degree-conferring powers by Congress. It is largely supported by the Federal Government, and is open to students from all the States of the Union. Since its opening it has sent forth many hundreds of graduates into successful professional and business careers, one of whom, Mr. J. C. Balis, B.A., is at present a member of our teaching staff. In addition to this, at the present time several State schools have Grammar grades, the work in which corresponds very closely with that in the Junior grades of our High Schools.

I think it admits of no dispute that the deaf of Canada should have educational opportunities equal to those of any other country. A considerable number

of deaf young men and women, who were ambitious to secure a better education than can be obtained in Canada, found it necessary to go to Gallaudet College for it. I do not ask that a university be established for the deaf, but simply that they be given educational facilities equal to that which every hearing child in the Province now freely enjoys in the High Schools. Such a Continuation School, combining an advanced academic and industrial course, would stimulate educational work among the deaf in every part of the Dominion, for it would be necessary for this and every other school to measure up to the required standard for admission. This would also serve to unify the work done in all the schools and to secure better co-operation among them than now exists.

The Federal Government of the United States has, in its encouragement and assistance to higher education for the deaf, established a precedent that our own Federal Government might well follow. The time for an advance in the education of the deaf of this country, therefore, seems opportune, and I would respectfully ask that you urge on the Dominion Government the absolute right of the deaf, not only of this Province but of all Canada, to an equitable share in any grant that may be made.

Expenditure

The expenditure for the year shows an increase over that of the previous year of $2,413.81. Of this amount, only $5.28 was for salaries, the balance, $2,408.53, being for general supplies, and was occasioned chiefly by an increased expenditure for coal, owing to a shortage caused by the abnormal consumption during the epidemics of contagious diseases of the year previous, and the increase in the contract price of meat.

It is greatly to the credit of the heads of the different domestic departments that the increase in the expenditure for supplies is not at all proportionate to the increase in the market price of these commodities, showing, as it does, economic management in all departments, while at the same time a high standard of quality is kept up, all food and other supplies being of the best, and furnished in abundance.

In this connection a comparison of the contract prices of meats, during the past few years, is both interesting and illuminating:—

1905—$5.70	flat	rate	per	cwt.	for	beef, pork and lamb.
1906— 6.20	"	"	"	"	"	
1907— 6.70	"	"	"	"	"	
1908— 7.75	"	"	"	"	"	
1909— 8.50	"	"	"	"	"	
1910—10.50	"	"	"	"	"	
1911—12.50	"	"	"	beef.		
1911—14.00	"	"	"	beef, pork and lamb.		

In thus considering the expenditure, I am not taking the position that economic management is the great and only desideratum, as it is not; but when it is accompanied by efficient and progressive educational work, as shown by the School Inspector's reports, it is in some measure an assurance to you that, when greater appropriations are asked, whether on capital or maintenance account, in order that the work of the Institution may be kept up to a high standard of efficiency, the money will be wisely spent and good value received.

The following statement was published by *The Oregon Outlook*, the figures being taken from the official reports of Superintendents of leading American Schools for the Deaf, on Nov. 10th, 1910, and shows that the Province of Ontario

is spending on the education of its deaf children much less than even the smallest and least important of these States, and very much less than the average *per capita*.

Name of School	Number of Pupils	Value of Buildings and Grounds	Spent in last Fiscal Year for Support	Per Capita
		$ c.	$ c.	$ c.
The Idaho School for Deaf	40	40,000 00	20,000 00	325 00
The Montana School for Deaf	46	220,000 00	44,800 00	341 00
The North Dakota School for Deaf	71	150,000 00	29,512 00	415 00
The Utah School for Deaf	81	225,000 00	40,000 00	375 00
The Northern New York School for Deaf	87	115,975 00	32,936 00	377 00
The Rhode Island School for Deaf	72	192,000 00	28,000 00	388 00
The Maryland School for Deaf	105	255,000 00	30,426 00	289 00
The Colorada School for Deaf	149	350,000 00	67,202 00	336 00
The Clarke School for Deaf, Massachusetts	148	150,000 00	60,474 00	475 00
The American School for Deaf, Connecticut	156	300,000 00	53,779 00	344 00
The California School for Deaf	160	1,000,054 00	67,667 00	294 00
The Western New York School for Deaf	183	200,000 00	54,499 00	297 00
The Michigan School for Deaf	280	534,262 00	98,098 00	350 00
The Wisconsin School for Deaf	197	200,000 00	60,000 00	304 00
The Missouri School for Deaf	308	350,000 00	91,500 00	293 00
The Ohio School for Deaf	451	750,000 00	139,350 00	308 00
The New York (Fanwood) School for Deaf	492	526,000 00	174,354 00	354 00
The Pennsylvania School for Deaf	532	1,000,000 00	171,363 00	322 00
Total number pupils	3,558			
Average valuation of buildings and grounds		$564,349 00		
Average per capita cost as paid at each school				$343 00
The Ontario Institution for the Deaf	**241**	**250,000 00**	**$56,632 39**	**235 00**

I believe that the average school in the United States is managed as economically as is our own, and, as the cost of all items that go to make up maintenance account is about equal in the two countries, the difference can only be accounted for by the better buildings, the better equipment, and larger staffs of teachers and instructors in the schools of our neighbours to the South.

More Accommodation Required

In my previous reports more and better accommodation was urged, and as my reasons were given very fully in reports of former years, I will not repeat them here, but will merely state what is necessary to bring the Institution in line with modern ideas as far as buildings are concerned:—

1. A new building for class-room purposes.
2. A gymnasium.
3. Reorganization of present main building.
4. The installation of a system of ventilation.

These changes are necessary if the best moral, mental and physical development of these afflicted children is to be obtained.

In conclusion, I wish to express to you, sir, my appreciation of the assistance so generously given during the past year in furthering the work of the Institution by both yourself and Dr. Colquhoun. My thanks are also due to the staff for their unremitting devotion to duty at all times.

I have the honour to be, Sir,

Your obedient servant,

C. B. Coughlin, *Superintendent.*

PHYSICIAN'S REPORT

Belleville, Ont., Nov. 4, 1911.

Honourable R. A. Pyne, M.D., LL.D.,
Minister of Education, Ontario.

Sir,—I beg to submit my report on the Health of the School for the Deaf for the year ending October 31st, 1911. During the session we have had about the average amount of sickness, but were fortunate in escaping any serious epidemic and have had no death. We are always on the watch for disease of an epidemic character, and, notwithstanding our care, we had in the month of February a case of smallpox. It was detected in the very early stage and at once quarantined and the school vaccinated, the buildings fumigated and disinfected. The child recovered, and it was the only case we had.

We continue to have epidemics of influenza at certain seasons and under certain conditions of weather. Usually the cases are mild, in a few instances it has been complicated with broncho-pneumonia. Digestive disorders are quite frequent. and in this connection careful attention is given the food supply.

Other severe or serious cases were erysipelas, eye disease, ear disease, and inflammatory rheumatism. In addition, there were such milder ailments as throat troubles, skin disease, anæmia, bronchitis, glandular disease, etc., and some accidental injuries of a minor character.

Among so many children there are some whose condition of health warrants little hope of complete cure. In these cases we try to benefit the existing conditions, to make their lives comfortable, and by judicious care and attention to continue them at school, and it is under such conditions as exist here that these children are able to endure and at the same time obtain some education.

There has been about the average amount of sickness among the employees.

I wish to thank the Superintendent for removing the dispensary from the main building to the basement of the hospital. This provides that all cases of sickness shall go to the hospital for treatment, where they remain until able to return to school.

The opening of the present session found the school buildings and premises in an excellent sanitary condition as far as possible. All the trunks with their contents were examined and fumigated, as required, before going to the wards. Since the term began we have had some important and dangerous cases. One of whooping-cough, three of acute pneumonia, and two quite serious accidents, but all are making good recoveries.

I have the honour to be,

Sir,

Your obedient servant,

W. W. Boyce, M.D.,

LITERARY EXAMINER'S REPORT

BELLEVILLE, ONT., June 15, 1911.

HONOURABLE R. A. PYNE, M.D., LL.D.,
Minister of Education, Ontario.

SIR,—As Literary Examiner at the Institution for the Deaf, I herewith submit my report.

On receipt of your favour instructing me to take this inspection, I communicated with the Superintendent, and arranged to spend part of my time among the classes during the actual work of teaching. I spent five days in this work and two days during the final written examinations. It is my opinion that the time spent during the teaching period is by far the most valuable. It is certainly more satisfactory to me, and I hope it is more beneficial to the school.

During these five days I visited each division in the Institution, and I am free to say that I know that faithful work is being done, and that progress is being made. It is particularly interesting to me to note the progress of the several classes since my first visit here, three years ago.

This Institution is now practically two schools under one management, for the Manual Classes now include 140 pupils, and the Oral classes 103.

The Course of Study is based on the Public School Course of Study, and is overtaken in eight grades. Of course, from the fact that the lack of language is the ever-present difficulty with these pupils, more attention is given to this subject than would be necessary in a hearing school, and anyone who will consider the difficulties encountered must be surprised at the proficiency obtained. The senior classes have written for me, on more than one occasion, compositions on subjects which I assigned, and these compositions would compare very favourably with similar efforts by pupils not working under these difficulties.

This year I was particularly interested in the Oral Reading from Ontario Readers in the Oral Classes. The articulation is improved and in several cases the pupils read with considerable expression. A good deal of attention is being paid to reading in all the classes beyond the primaries, both in the Manual and Oral Departments, and good progress is being made in what we in the Public School know as Written Reading. The pupils are being instructed in such a way as to get the idea from the printed page, and the effort being put forth is being attended with considerable success, having in mind the serious handicap under which these pupils labour.

Another subject that has made remarkable progress this year is the Art Work, particularly in the Junior classes. The Seniors have long been doing excellent work under the tuition of Mrs. Balis, but what I refer to particularly is that done by the Juniors. This work will be on exhibition at Toronto Fair and is well worth a visit, and it will stand comparison with similar work from other schools. The Fancy Work of some of the pupils under Miss Bull's tuition is also most excellent, and will also be exhibited at Toronto Exhibition.

The results of the final examinations, which were made to cover fairly the year's work, would indicate a high degree of proficiency. The marks can be supplied if desired.

In addition to the Literary classes, of which there are eighteen, ten boys are receiving instruction in the art of printing, fifteen in shoe-making, six in carpen-

try, three in baking, while fifty-six girls are being instructed in domestic science and three in dressmaking. In addition to these, there are twenty-four boys taking manual training and six are being instructed in the science of farming.

There is one class in the Institution composed of pupils who will probably never be entirely self-supporting. They are not capable apparently of a great deal of mental development, but perhaps might be instructed in some manual work, so as to be at least partially self-sustaining. An institution for the feeble-minded, if established, would be a boon to these children, and it must be detrimental to other pupils to be associated with these. They have been wisely placed in one class, but this Institution is hardly the place for them; but at present there is no more suitable place.

As reported on previous occasions, I consider the classes here too large for the best work, when it is considered that the instruction must be individual to so large an extent.

In closing this report, which is already rather longer than I expected—but still I fear does not give any adequate idea of what is being done in this Institution for that class of our citizens who would otherwise be deprived of mental development to a large extent—I wish to thank the officers and teachers for their kindness and courtesy to me while in the discharge of my official duties, and to express the opinion that whoever has the privilege of visiting here in the succeeding years will see still greater progress.

All of which is respectfully submitted.

I have the honour to be,

Sir,

Your obedient servant,

H. J. Clarke, B.A.,
Literary Examiner.

NUMBER OF PUPILS IN ATTENDANCE EACH OFFICIAL YEAR SINCE THE OPENING OF THE INSTITUTION

	Male	Female	Total
From October 27th, 1870, to September 30th, 1871	64	36	100
" " 1st, 1871, " 1872	97	52	149
" " 1872, " 1873	130	63	193
" " 1873, " 1874	145	76	221
" " 1874, " 1875	155	83	238
" " 1875, " 1876	160	96	256
" " 1876, " 1877	167	104	271
" " 1877, " 1878	166	111	277
" " 1878, " 1879	164	105	269
" " 1879, " 1880	162	119	281
" " 1880, " 1881	164	132	296
" " 1881, " 1882	165	138	303
" " 1882, " 1883	158	135	293
" " 1883, " 1884	156	130	286
" " 1884, " 1885	168	116	284
" " 1885, " 1886	161	112	273
" " 1886, " 1887	151	113	254
" " 1887, " 1888	156	109	265
" " 1888, " 1889	153	121	274
" " 1889, " 1890	159	132	291
" " 1890, " 1891	166	130	296
" " 1891, " 1892	158	127	285
" " 1892, " 1893	162	136	298
" " 1893, " 1894	158	137	295
" " 1894, " 1895	160	135	295
" " 1895, " 1896	173	137	310
" " 1896, " 1897	164	128	292
" " 1897, " 1898	167	138	305
" " 1898, " 1899	161	132	293
" " 1899, " 1900	152	130	282
" " 1900, " 1901	157	143	300
" " 1901, " 1902	147	141	288
" " 1902, " 1903	140	143	283
" " 1903, " 1904	137	134	271
" " 1904, " 1905	130	138	268
" " 1905, " 1906	116	143	258
" " 1906, " 1907	126	145	271
" " 1907, " 1908	133	143	276
" " 1908, to October 31st, 1909	130	151	281
" " 1909, " 1910	143	149	292
" " 1910, " 1911	138	143	281

LIST OF PUPILS IN THE ONTARIO INSTITUTION FOR THE DEAF FOR THE YEAR ENDING OCTOBER 31st, 1911

County	P.O. Address
Algoma:	
Barker, Belle	Sault Ste. Marie.
Broad, Russell	Dunn's Valley.
Luzon, Manesipe	Blezard Valley.
Parr, Joseph	Sault Ste. Marie.
Brant:	
Hunter, Leslie	Onondaga.
Lloyd, Ruth	Brantford.
Stegmeir, May	Brantford.
Pierce, Gordon	Paris.
Bruce:	
Atkinson, Gladys	Paisley.
Brown, Annie	Chesley.
Brown, John Ed.	Chesley.
Baker, John F.	Southampton,
Green, James,	Chesley.
McKee, Carl	Pinkerton.
Thomson, Anabel	Southampton.
Smith, Elizabeth	Wiarton.
Carleton:	
Brigham, Tom	Ottawa.
Blanchard, Victor	Cumming's Bridge.
Dilenelle, Victor	Ottawa.
Dallaire, Romeo	Ottawa.
Evoy, James	Carp.
Gauvreau, T.	Ottawa.
Huband, Gerald	Ottawa.
Jones, Mabel	Billings' Bridge,
Pallesteur, Louis	Ottawa.
Savard, Paul	Cumming's Bridge.
Towns, Dora	Laurentian View.
Pommerville, Eva	Ottawa.
Durham:	
McMillan, Joseph	Newcastle.
Sheckleton, Alfred	Burton.
Dundas:	
Ford, Clarice	Mountain.
Hoy, Gertie	Mountain.
Servage, Milton	Dunbar.
Elgin:	
Carpenter, Lena	Rodney.
Caves, Jessie	Christina.
Gwalter, Harry	St. Thomas.
Gwalter, Fred	St. Thomas.
Hammond, Catherine	St. Thomas.
Jagoe, Alberta	St. Thomas.
Paul, George Edward	St. Thomas.
Essex:	
Berthiaume, Dorina	Tecumseh.
Berthiaume, Lionel	Tecumseh.
Greer, James	Comber.
Kerr, Avis	Elmstead.
Meloche, Edmund	Windsor.
Essex—Continued.	
Penprase, Alfred	Elmstead.
Swader, Earl	Windsor.
Walker, Achille	Sandwich.
Watkins, Hazel	Windsor.
Frontenac:	
Barnett, Winnie	Sydenham.
Barnett, Horace	Sydenham.
Grey:	
Brown, Thos. H.	Markdale.
Brown, Alma	Markdale.
Gerolomy, Marie	Toronto
Kindree, Earl	Owen Sound.
Wilson, Janet	Harkaway.
Wilson, Elsie	Harkaway.
Grenville:	
Swayne, Robert	Oxford Mills.
Hastings:	
Alore, Francis	Bogart.
Baker, Gerald	Belleville.
Courneya, Addie	Bogart.
Dunn, John	Tweed.
Doughty, Mary	Eldorado.
Edwards Mary	Boulter.
Freeman, Gertie	Desoronto.
Hawes, Rosie	Desoronto.
Johnston, Mary	Belleville.
McAdam, Wesley	Marlbank.
Narrie, John	Marmora.
Nelson, Ethel	Belleville.
Smith, Percy	Point Ann.
Ward, Albert	Stirling.
Huron:	
Balkwill, Clara	Exeter.
Colclough, Lorne	Holmesville.
Colclough, Hattie	Holmesville.
Cole, Jean	Clinton.
Cole, Melvin	Clinton.
Doubledee, Lena	Wroxeter.
Montgomery, Elsie	Wroxeter.
Marshall, John	Hensall.
Marshall, Russell	Hensall.
Sours, Gladys	Clinton.
Steep, Phœbe	Goderich,
Thompson, Arthur	Dungannon.
Wiggins, Parkie	Dungannon.
Simmons, Luella	Gorrie.
Halton:	
Hartley, Clara	Milton.
Tate, James R.	Milton West.
Haldimand:	
Buckley, Lawrence	Cheapside.
Duxbury, Oral	Cheapside.

LIST OF PUPILS IN THE ONTARIO INSTITUTION FOR THE DEAF—Continued

County	P.O. Address
Haldimand—Continued	
Forrester, Asa	Dunnville.
Rozell, Willie	Canboro.
Sherk, Clara	South Cayuga.
Tobicoe, Jesse	Hagersville.
Kent:	
Atkinson, Dora	Stevenson.
Adkin, James	Bothwell.
Buller, Harry	Ridgetown.
Beckett, Sam	Chatham.
Christian, Gertrude	Wallaceburg.
Dubois, Madeline	Wallaceburg.
Meredith, Stella	Kent Bridge.
Neville, Mayme	Dresden.
Toll, Nova.	Ridgetown.
Lambton:	
Brown, Florence	Petrolea.
Chenney, Roy	Petrolea.
Jennings, Frank	Forest.
Johnston, Olive	Sarnia.
Leckie, Alice	Sarnia.
Leckie, Elsie	Sarnia.
Leckie, Alma	Sarnia.
Mackie, John	Edy's Mills.
Stewardson, Lawrence	Forest.
Squires, Edith	Wanstead.
Thomas, Clara	Walpole Island.
Wark, Jean	Wyoming.
Watson, Vern	Watford.
Lanark:	
Blake, Fred.	Almonte.
Hughes, Ernest	Carleton Place.
Jacklin, Myrtle	Rideau Ferry.
Leggett, Gordon	Perth.
Lincoln:	
Dilse, Curtis	St. Catharines.
Heaslip, Myrtle	Wellandport.
Lennox and Addington:	
Hartwick, Archie	Napanee.
Smith, Earl	Napanee.
Middlesex:	
Allen, Winnie	London.
Courscey, Viola	Lucan.
Fishbien, Eddie	London.
Garrett, Gladys	Granton.
Henderson, Gilbert	London.
Hodgins, Mary	London.
Hodgins, Sadie	London.
Humphrey, Hazel	London.
Laugheed, Eva	London.
Ryan, Chas.	Lucan.
Steele, Annie	London.
Windrim, Reta	London.
Muskoka District:	
Dierks, Caroline	Kilworthy.
Legault, Clarida	Callender.

County	P.O. Address
Northumberland:	
Ball, Lisgar	Baltimore
Ball, Glenn	Baltimore.
Lott, Reta	Campbellford.
Pollock, Bessie	Campbellford.
Parker, Clinton	Baltimore.
Parker Clifford	Baltimore.
Nipissing District:	
Dorschner, Charles	Mattawa.
Rodhy, Theodore	North Bay.
Slotnik, Louis	Englehart.
Whalen, Loretta	New Liskeard.
Whalen, Mary	New Liskeard.
Ontario:	
Maynard, John	Uxbridge
Oxford:	
Abrey Irene	Drumbo.
Isles, Hazel	Ingersoll.
McFarlene, Mona	Eastwood.
McMurray, Mirton	Wellburn.
Youngs, Cyrus	Youngsville.
Youngs, Stanley	Youngsville.
Peel:	
McLeish, Marjorie	Star.
McVean, Catherine	Woodhill.
McVean, Alex.	Woodhill.
McVean, Archibald	Woodhill.
Prescott and Russell:	
Hughes, Iva	Treadwell.
McLaren, George	Kenmore.
McLaren, John	Kenmore.
McLaren, Mary	Kenmore.
McLaren, Rachel	Kenmore.
McDougal, Elsie	Grant.
McDougal, Peter	Grant.
Pregent, Leopold	Curran.
Perth:	
Evans, Christopher	Stratford..
McIntyre, John Ross	Fullarton.
Prince Edward:	
Shannon, Lenna	Picton.
Peterboro':	
Harper, Madeline	Peterboro'.
Kennaley, Winnifred	Peterboro'.
Middleton, Bessie	Peterboro'.
Meyett, Joseph	Peterboro'.
Milligan, Agnes	Blairton.
McMillan, Nellie	Havelock.
McBrien, Elwood	Peterboro'.
O'Brian, Gerald	Peterboro'.
Trethewey, Roy	Gooderham.

LIST OF PUPILS IN THE ONTARIO INSTITUTION FOR THE DEAF—Concluded

County	P.O. Address
Renfrew:	
Cousineau, John B.	Arnprior.
Derochie, Wallard	Arnprior.
Dick, Alton P.	Renfrew.
Dellaire, Ambrose	Perrault.
Gervais, Virgine	Dacre.
Hunter, George	Matawatchan.
Hunter, Raymond	Matawatchan.
Smith, Edward S.	Lanark.
Schneider, Leonard	Pembroke.
Schneider, Albert	Pembroke.
Sleeth, Gordon	Douglas.
Teeple, Emma	Khartum.
Whyte, Eleanor	Arnprior.
Whyte, Belle	Arnprior.
Simcoe:	
Chevrette, David	Lafontaine.
Gallinger, Edith	Lisle.
Hall, Ewart	Midland.
Hamilton, Alma	Everett.
Hamilton, Enie	Everett.
Godfrey, Mabel	Orillia.
Jaynes, Wilfred	Fesserton.
Jaynes, Perry	Fesserton.
St. Amant, Herman	Penetanguishene.
Sinclair, Blanche	Orillia.
Vallincourt, Joseph	Penetanguishene.
Watson, Edna	Orillia.
Stormont:	
Lalonde, Emma	Cornwall.
Loper, Cyril	Morrisburg.
Campbell, Mary	Avonmore.
Thunder Bay District:	
Burke, Elsie	Port Arthur.
Munroe, Ada	Slate River Valley.
Smith, Walter	Fort William.
Victoria:	
Coulter, Caliph	Kirkfield.
Whitworth, Florence	Lindsay.
Western, Florence	Little Britain.
Waterloo:	
Denham, Willie	Preston.
Golds, Margaret	New Hamburg.
Golds, Charles	New Hamburg.
Strong, Luella	Bloomingdale.
Klinkman, Mary	New Hamburg.
Martin, Absalom	Waterloo.
Underwood, Jonathan	Bridgeport.
Wellington:	
Bard, Pansy	Guelph.
Carter, Lizzie	Guelph.
Marshall, Jessie	Arthur.
McQueen, Mary	Arthur.
McLaughlan, Wm.	Mount Forest.

County	P.O. Address
Welland:	
Caswell, Sylvia	Niagara Falls.
Farr, James	Marshville.
Wentworth:	
Batstone, Jesse	Hamilton.
Bayliss, Hector	Hamilton.
Etherington, Mabel	Hamilton.
Tait, Harold	Hamilton.
Tait, William	Hamilton.
Webster, Elsie	Aldershot.
Webster, Elizabeth	Aldershot.
York:	
Angelchick, Lena	Toronto.
Brown, Walter	Toronto.
Baskerville, Silas	Toronto.
Bowman, Ellis	Toronto.
Brown, Lily	Toronto.
Buchan, Drucilla	Toronto.
Buchan, John	Toronto.
Buchan, Lucy	Toronto.
Burley, William	Toronto.
Barclay, Helen	Toronto.
Benns, Charles	Toronto.
Curtis, Lillian	Todmorden.
Casey, Lilian	Toronto.
Cornish, Douglas	Toronto.
Clinkinboom, Maude	Lambton Mills.
Dolby, Martha	Toronto.
Ellis, Wesley E.	Toronto.
Goulding, Thomas	Toronto.
Gauthier, Henry	Toronto.
Hazlitt, Dorothy	Toronto.
Hazlitt, Evelyn	Toronto.
Holbrook, Agnes	Toronto.
Kennedy, Muriel	Toronto.
Leeder, Flora	Toronto.
Lawson, Lila	Toronto.
Lawson, Gladys	Toronto.
Marks, Jennie	Toronto.
Mason, Myrtle	Toronto.
Moore, Dorothy	Toronto.
Mosher, Archie	Highland Creek.
McCallum, Roy	Strange.
McCann, Grace	Toronto.
McGovern, William	Toronto.
Noble, Edgar	Toronto.
Osborne, Iona	Sutton, West.
Payne, Eddie	Toronto.
Peacock, Ada	Toronto.
Powell, Marion	Toronto.
Patillo, Lenore	Toronto.
Patton, Annie	Toronto.
Peirce, Frank	Toronto.
Smith, Mabel	Toronto.
Watson, Muriel	Toronto.
Wilson, Chas.	Toronto.
Walker, Arthur	Toronto.

INSTITUTION FOR DEAF AND DUMB

Year ending October 31st

COST PER PUPIL

Heading of Expenditure	1909–10			1910-11		
	Total expenditure year ending October 31st, 1910.	Yearly cost per pupil October 31st, 1910.	Weekly cost per pupil October 31st, 1910	Total expenditure year ending October 31st, 1911	Yearly cost per pupil October 31st, 1911	Weekly cost per pupil October 31st, 1911
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Medical department	289 70	1 15	0 02	398 49	1 65	0 03
Butcher's meat, etc	3,683 32	14 62	0 28	4,591 37	19 05	0 37
Flour, bread, etc	1,290 58	5 12	0 10	1,357 64	5 63	0 11
Butter and milk	3,548 60	14 08	0 27	3,452 72	14 32	0 27½
General groceries	2,573 09	10 21	0 20	2,359 88	9 79	0 19
Fruit and vegetables	598 07	2 35	0 05	932 61	3 87	0 07½
Bedding and clothing	660 80	2 62	0 05	557 06	2 31	0 04½
Fuel	6,730 56	26 75	0 51	7,292 08	30 25	0 58
Light	946 42	3 75	0 07	877 43	3 64	0 07
Laundry, etc	693 33	2 75	0 05	788 02	3 27	0 06
Books and apparatus	594 93	2 36	0 05	687 99	2 85	0 05½
Printing, etc	640 26	2 54	0 05	677 99	2 81	0 05½
Furniture, etc	205 58	82	0 02	653 15	2 71	0 05
Farm	699 70	2 77	0 05	796 04	3 30	0 06
Repairs, ordinary	775 81	3 08	0 06	695 64	2 88	0 05½
Sewage	142 75	56	0 01	69 66	0 28	0 00½
Water	900 00	3 57	0 07	900 00	3 73	0 07
Miscellaneous	658 63	2 61	0 05	952 89	3 99	0 08
Salaries and Wages	28,586 45	113 44	2 18	28,591 73	118 67	2 28½
	54,218 58	215 15	4 14	56,632 39	235 00	4 52

Average number of pupils, 1909-10, 252.
Annual cost per pupil, 1909-10, $215.15.
Weekly cost per pupil, 1909-10, $4.14.

Average number of pupils, 1910-11, 241.
Annual cost per pupil, 1910-11, $235.00.
Weekly cost per pupil, 1910-11, $4.52.

Certified correct.

W. COCHRANE,
Bursar.

Brantford Collegiate Institute

Newmarket High School

APPENDIX K

REPORTS OF THE INSPECTORS OF HIGH SCHOOLS

I. Report of Inspector Wetherell

To the Honourable R. A. Pyne, M.D., LL.D.,

Minister of Education for Ontario.

Sir,—I have the honour to submit herewith my Annual Report on the High Schools and Collegiate Institutes in my inspectorate. As the conditions which prevail in the High Schools have not materially changed in a twelvemonth, my Report will be briefer than that of last year. However, the fact that I am now reporting on a different group of schools will necessitate a somewhat altered point of view, and may suggest some observations on topics which were not touched upon in my last Report.

A year ago I had not yet visited all the High Schools in the Province; but before July, 1911, with one unavoidable exception, I had visited, during my five years of service, all the High Schools and Collegiate Institutes in Ontario. Hereafter, therefore, I shall be able, with more confidence, to express my views on the general situation with respect to any matters affecting the secondary schools of the Province.

During the year 1910-1911 it was my privilege to visit the following forty-seven High Schools and Collegiate Institutes:—Aurora, Aylmer, Bradford, Dutton, Essex, Forest, Glencoe, Gravenhurst, Grimsby, Haileybury, Leamington, Lucan, Meaford, Midland, Newmarket, North Bay, Orangeville, Parkhill, Penetanguishene, Petrolea, Port Rowan, Simcoe, Sudbury, Tillsonburg, Vienna, Wardsville, Waterford, Watford, Weston; Barrie, Berlin, Brantford, Chatham, Collingwood, Galt, Hamilton, Ingersoll, London, Ridgetown, St. Catharines, St. Mary's, St. Thomas, Sarnia, Stratford, Strathroy, Windsor, Woodstock.

All comments contained in this Report have reference to these forty-seven schools—and to no others.

Accommodations

I follow the plan of last year and submit my grading, under a few important heads, of the forty-seven schools visited by me during the school year:—

Grounds:

Grade I.,	26	schools.
Grade II.,	18	"
Grade III.,	3	"
Grade IV.,	none.	

Buildings:

Grade I.,	33	schools.
Grade II.,	7	"
Grade III.,	3	"
Grade IV.,	4	"

Class-rooms:

Grade I.,	16	schools.
Grade II.,	25	"
Grade III.,	6	"
Grade IV.,	none.	

Ventilation:

Grade I., 23 schools.
Grade II., 18 "
Grade III., 3 "
Grade IV., 3 "

Gymnasia:

Grade I., 1 school
Grade II., 11 schools
Grade III., 5 "
Grade IV., 2 "
Without gymnasium or with gymnasium ungraded, 28 schools.

As to Grounds.—It is pleasing to report that more than half of these schools have spacious and suitable grounds, and that not one school in the group is in an objectionable condition in this very important respect.

As to Buildings.—It will be observed that 70 per cent. of these schools have buildings which are graded "first-class." During recent years a wave of progress has swept over the Province from end to end. Public spirit has emphatically condemned antiquated and unsuitable structures, and a very high standard is now being reached in the matter of school accommodations. During 1910-1911 it was my privilege to inspect three new buildings, those at Grimsby, Brantford, and Haileybury, and two partially re-constructed buildings, those at Orangeville and Newmarket. (See accompanying cuts.) Since June, 1911, two other municipalities have passed by-laws to provide for new High School Buildings—Strathroy, in August, 1911, a by-law for $40,000, and Weston, in November, 1911, a by-law for $30,000. These two new buildings will be erected in the summer of 1912.

As to Gymnasia.—The grading given above tells a tale of indifference quite on a par with my record of last year respecting another group of High Schools. Only the Hamilton Collegiate Institute has a first-class gymnasium. Eleven other Collegiate Institutes have gymnasia which fairly satisfy the demands of physical education. In the summer of 1909 a new Regulation regarding Gymnasia was issued by you: "After August, 1911, a Collegiate Institute which has not provided a gymnasium satisfactory to the Minister of Education shall forfeit its status." I have already sent you a special report on the conditions which obtained on September 1st in the eighteen Collegiate Institutes in my district. Several of these schools are still grappling with this problem.

Circular No. 8, issued by you in September, 1911, has imposed additional obligations on school boards in connection with gymnasia. The equipment of many of the gymnasia falls far short of the new standard set up. Very few of the Collegiate Institutes possess the gymnastic apparatus now regarded as indispensable.

For several years Collegiate Institute Boards should be expected to spend the annual gymnasium grant in the purchase of additional equipment. In particular, the needs of the girls of the schools should receive much more consideration.

Assembly Rooms

"There shall be a hall or a class-room in which all the pupils can assemble." This brief direction is almost buried in a multitude of directions about the requirements of class-rooms; and only the very largest schools, as a rule, have complied with the direction. The value of the Assembly Room in the corporate life of the school is quite inestimable. It inures to the advantage of a school to mass the

pupils together every morning for the opening exercises. It gives the principal a daily opportunity for making necessary anncuncements and for uttering, when expedient, warning or sympathetic words. The aggregation of all grades of pupils every day into one assemblage for a common purpose gives a fillip to the general tone of the whole school. A vital *esprit de corps* is engendered and perpetuated by the daily union of all the class units of the school, be the school great or small. The advantages here enumerated are lost, or exist only in a minor degree, in schools which lack an assembly room. Even when the assembly room has not been so planned that it may also be used for calisthenic exercises, it has other uses besides those sketched above. It affords accommodation for the pupils when they meet together in their weekly or fortnightly literary society. It is their public hall on the occasion of all important school functions. The time is approaching when at least all the larger schools should be required to have suitable assembly rooms.

School Decorations

"After 1910 first-class grading shall not be given (to the class-rooms) unless the rooms are suitably decorated." This Regulation, issued by you in 1909, has not produced the full effect desired. Thirty of the forty-seven schools made no additions during the year to their decorations, generally quite inadequate. Seven schools expended a small sum for pictures. Of the forty-seven schools the following six have made the walls of the class-rooms approach the attractiveness of the walls of the living rooms in the homes of the pupils: Meaford, Galt, London, St. Thomas, Aurora, Midland. Several other schools, after my visit, sent in reports of the purchase of pictures. It is plain that the improvement is to be slow, but there are now many signs that it will be considerable in the next few years.

Attendance

Under the influence of the new rule of the approved school scheme that the total number of pupils on the roll at any one time should not exceed an average of thirty pupils to each teacher, only a very few schools are now derelict. In only two High Schools did I find the direction violated. However, in six of the Collegiate Institutes, as my individual reports on these schools indicated, I found congestion of attendance in one or more classes. In one Collegiate Institute, which has since made an attempt to remedy the irregularity, I found congestion in no fewer than seven classes. This evil of congestion, once so rife and harmful, bids fair to die out completely.

Constitution of Staffs

An interesting and significant fact in connection with the increase of the number of women on the staffs of the secondary schools may be noted here. In 1908 there were engaged in the forty-seven schools of my inspectorate 179 men and 74 women. In 1910, only two years later, in the same schools there were engaged 188 men (nine more) and 97 women (twenty-three more).

Another important fact, somewhat startling to the superficial observer, is the frequency of the changes in the *personnel* of most of the staffs. In two years twenty-one of the forty-seven schools lost their principals from various causes, and 92 of the 202 assistants left for other posts. Presumably the great majority of these changes were due to considerations of increased salary or of other substantial betterment.

Certificated Teachers

I am glad to report that of the 288 teachers whom I met in the schools during the year all but three were duly qualified. One teacher had a temporary certificate. Only two had assumed positions, and had been allowed by boards to hold positions, for which they were not qualified. This is a clear indication that the new Regulation passed in 1909 has become widely known and effective: "In the case of substitute teachers, without legal qualifications, appointed in an emergency, no engagement for longer than two weeks shall be made without the formal consent of the Minister."

The Museums

The annual grant, paid since 1909, for biological specimens, is producing marked results. During 1910-1911 half the schools in my inspectorate (23) spent an aggregate of over $800 on their museums—an average of $35 a school. These same schools will spend more money from year to year for the same purpose, and it is expected that the other schools will soon follow their laudable example.

Pupils' Exhibits

The improvement in the pupils' exhibits during the last two or three years has been very marked in respect to both quality and quantity. This change has been achieved mainly through the exigent demands of the approved school scheme. In particular, the Art Exhibits, the Science Note-books, and the pupils' Biological Collections, are now in more than half the schools worthy of approval and admiration.

Additions to the Library

During the year 30 of the 47 schools made additions to the school library valued at from $10 to $400 each. Seventeen of the schools did nothing in this regard. The total amount spent on books in my inspectorate was $1,750.

It is a pity that all principals do not realize the importance of making annual additions to the library, both to the reference and to the supplementary section. The adult scholar of every profession is always adding to his private library, for he could not keep in touch with the progress of the world in any department of knowledge without constantly increasing his stock of books. The school officer, who has under his fostering care the intellectual welfare and growth of many young minds, should be ever alert in scanning the lists of new books, ever eager to make the school library larger and more valuable as a medium of knowledge and culture. He must be careful, of course, to select only the very best books. He must guard against making the school library a mere aggregation of volumes of no special educational value, for in time, to quote Lord Rosebery, a library ill-selected becomes "a cemetery of dead books." Each year, however, there issue from the presses of the English-speaking world from fifty to a hundred volumes of vital significance and abiding worth. From these a careful selection may be made. At any rate, no school library should go a whole year without being increased to the extent of a score of volumes.

Supplementary Reading

Many teachers of English, especially those who are new to their work, have difficulty in making up suitable lists for supplementary reading. To add to the difficulty, the school library is, in many instances, meagrely supplied with prose

fiction, history, biography, poetry, and popular science. The problem can, however, always be solved if the teacher has persistence and tact and a sufficiently wide knowledge of literature. He has usually more than the school library at his command, as the public library is almost always available. As a last resort, and, in my opinion, the best resort, the pupils should be advised and encouraged to buy their own books for this purpose, for what better nucleus of a private library could the pupil have than the carefully selected books, four or five each year, which he reads as supplementary literature in the High School?

Young teachers who desire some wise directions as to the choice of books and the best manner of dealing with the whole question of supplementary reading in the High School should consult the pamphlet issued two years ago by W. E. Macpherson, B.A., LL.B. This valuable brochure was reprinted from the annual report of the Ontario Educational Association for 1909.

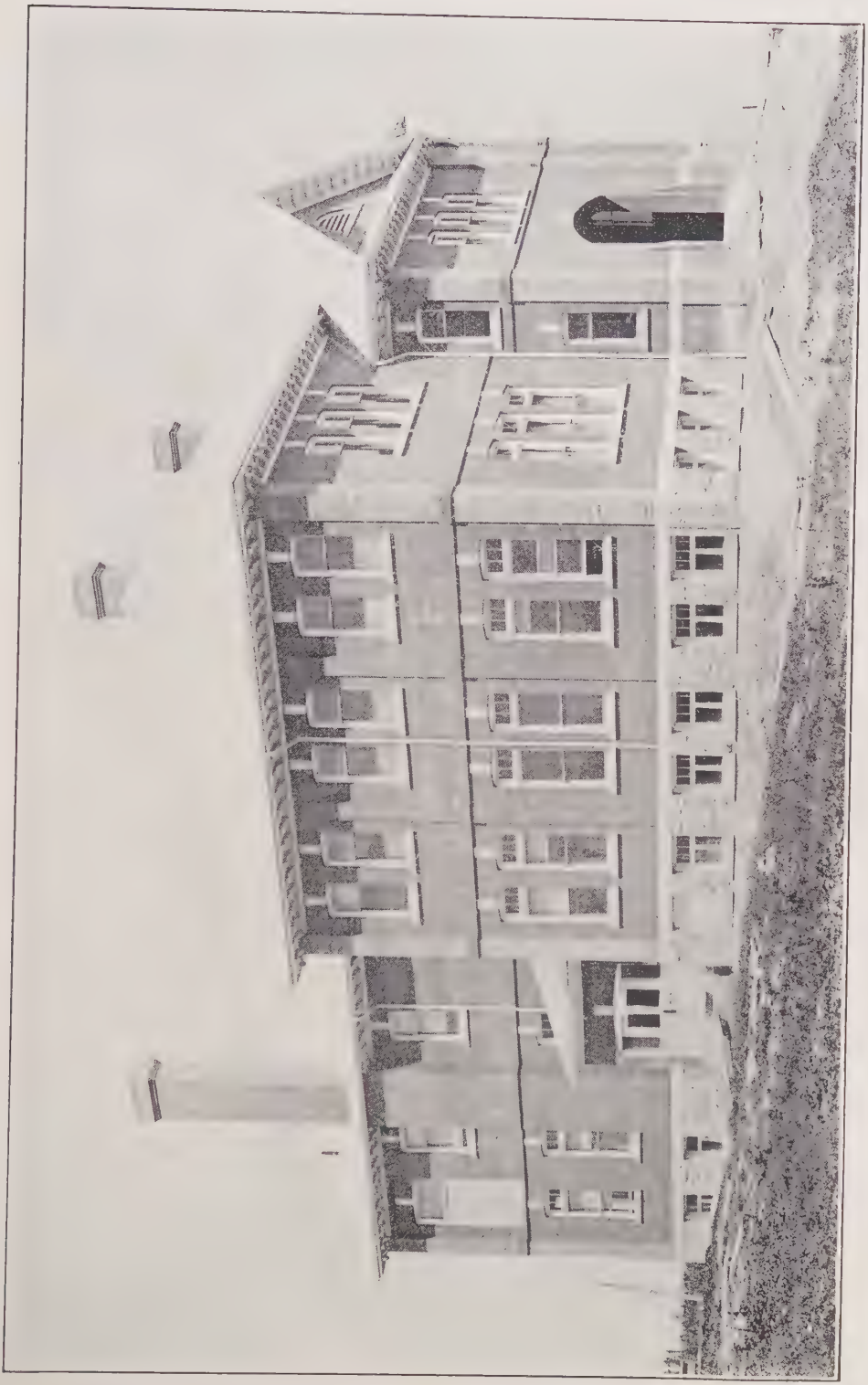
I have the honour to be,

Sir,

Your obedient servant,

J. E. WETHERELL.

Toronto, December, 1911.



Haileybury High School

Orangeville High School

Grimsby High School

II. Report of Inspector Spotton

To the Honourable R. A. Pyne, M.D., LL.D.,
Minister of Education for Ontario.

Sir,—I have the honour to report as follows upon my work as High School Inspector, for the academic year 1910-11.

I am, Sir,

Your obedient servant,

H. B. Spotton.

During the academic year 1910-11 I inspected the Collegiate Institutes at Clinton, Cobourg, Fort William, Goderich, Napanee, Niagara Falls, Orillia, Owen Sound, Peterborough, Picton, Port Arthur, Seaforth, and Whitby, and the High Schools at Arthur, Beamsville, Belleville, Bowmanville, Brampton, Caledonia, Cayuga, Chesley, Deseronto, Dundas, Dunnville, Elora, Fergus, Georgetown, Hagersville, Harriston, Kincardine, Listowel, Mitchell, Mount Forest, Newcastle, Niagara, Niagara Falls South, Oakville, Oshawa, Port Dover, Port Elgin, Port Hope, Richmond Hill, Sault Ste. Marie, Smithville, Streetsville, Thorold, Trenton, Walkerton, Waterdown, Welland, Wiarton, and Wingham. The High School at Kenora was also in my district, but, in consequence of an outbreak of scarlet fever towards the end of the school year, it became necessary to close all the schools in the town, and my visit had to be postponed.

Staffs

The number of teachers engaged in the thirteen Collegiate Institutes in 1910-11 was 94, of whom 58 were men and 36 women. In the forty High Schools 147 teachers were employed, 69 men and 78 women. These figures show a striking difference in the relative proportion of men and women employed in the two classes of schools, the men preponderating in the Institutes, and the women in the High Schools. The difference is, no doubt, largely due to the generally better salaries paid in the Institutes, and the greater permanence of the positions.

But a comparison of the above figures with the corresponding figures for the year 1908-09 shows a decided tendency towards the employment of increasing numbers of women in both classes of schools. While in 1910-11 the numbers for the Institutes stand 58 men and 36 women, in 1908-09, in the same schools, the numbers stood 59 men and 24 women, indicating apparently that the additions to the staffs in the two-year interval were practically all women. In the forty High Schools, while the numbers for 1910-11 stand 69 men and 78 women, in 1908-09 in the same schools the numbers were 85 men and 58 women—a very striking difference where the totals (147 in 1910-11 and 143 in 1908-09) are so nearly the same.

The plain inference seems to be that, so far as the men are concerned, the inducements in other lines of effort are sufficient to turn the scale in favour of the latter. That this is so is also indicated by the frequent complaints of Boards of Trustees that their advertisements often fail to attract a single satisfactory applicant. There is no doubt, too, that the attractions of our great Western country are affecting the supply of High School teachers in the same way, though, perhaps, not to the same extent as they affect the supply of Public School teachers.

There seems to be only one remedy. While salaries have increased during recent years, it is evident that to attract and retain the best men and women they have not yet reached a sufficiently high level. The steadily increasing cost of living and the openings in many directions for proved ability will have to be met by increasing liberality on the part of local Boards.

Accommodations

Buildings.—Of the 52 school buildings, 31 are graded as first-class, 13 as second-class, and 8 as either third or fourth. So far as my inspectorate is concerned, the only important advance in the matter of buildings during the year has been at Dunnville. The school there has for a long time been handicapped by exceptionally poor accommodations. A new and excellent site has at length been procured and a building erected which will compare favourably with those of a similar class in other parts of the Province. In several other places public feeling has been aroused in regard to the extremely unsatisfactory accommodations, and it seems probable that before long most of the antiquated school structures classed above as third or fourth rate will have given place to new and modern ones. Several buildings, otherwise very satisfactory in character, have reached the limit of their capacity, and will, under the pressure of increasing attendance, have to be enlarged at an early date, if the schools are to retain the grading they have hitherto enjoyed.

Grounds.—In 23 cases I have graded the grounds as first class, in 13 as second class, and in 16 as either third or fourth class. The lower gradings are due in some cases to failure to observe the Regulation requiring a separation between the parts allotted to High and Public School pupils respectively, where the two classes of pupils occupy the same building, and in others to the limited extent of space available, as well as a general indifference about keeping the grounds in good order.

Gymnasia.—Six of the 13 Collegiate Institutes have been notified by the Department during the year that important improvements must be made in their gymnasium accommodation, if the schools are to retain their present rank. In these cases the quality of the work in physical culture is directly affected either by the fact that the floor space is too small for the attendance, or that the building is so much out of repair that it is practically impossible to heat it in winter, and so the work has to be temporarily abandoned. In most of these cases the equipment also has been allowed to run down to such an extent as to be almost valueless. It is expected that all these defects will be remedied during the present year.

In the other 7 Institutes the gymnasium accommodation is good or fair, and in two cases—Picton and Port Arthur—it is exceptionally fine. The value of the gymnasium at Port Arthur is $15,000.

Ventilation.—The ventilation in 20 of the schools is graded first-class, in 15 second-class, and in 17 either third or fourth. In the newer buildings, as might be expected, the system is superior to that in the older ones, in some of which, indeed, there is apparently no system, and the only relief is found in opening the windows—a highly dangerous proceeding, in bad weather, for those who are obliged to sit in the draughts thus created. In too many class-rooms I have found myself compelled, immediately upon entering, to ask for the closing of windows in order to avoid the risk of catching cold, and I have found, when I have occasionally questioned the pupils, that they experience discomfort; but, as a rule,

apparently prefer to endure it patiently rather than complain about it. There is, in my judgment, no one thing in connection with our schools deserving of more constant attention than the securing of a plentiful supply of good air without draughts.

Physical Culture

Systematic work in Physical Culture is, of course, essential in the Collegiate Institutes, and in general it is well done. It is particularly well done where a special instructor is engaged for the purpose.

In the High Schools, largely in consequence of the lack of suitable accommodation, it has been found more difficult to make satisfactory arrangements, and it is therefore perhaps not surprising that more than half of the 40 High Schools were found to have either very imperfect or no provision for this important work. In the other High Schools the most has been made of the available space in the class-rooms, when the weather has interfered with the outdoor exercises, and some really excellent work has been accomplished. There is no doubt that an increasing number of schools will be encouraged to follow the example thus set, especially as some form of Physical Culture is essential if a school is to secure a place in the approved list.

Congestion of Classes

This evil appears to be steadily decreasing, and it is becoming the exception to find unwieldy classes of from 40 to 50 pupils. Two causes contribute to this effect—the appointment of additional teachers, and the more stringent testing of candidates at the entrance examination. In a good many localities considerable laxity had been found to prevail in the matter of the admission of new pupils, and steps have been taken by the Department to ensure the exclusion of such pupils as are obviously unfit to undertake High School work.

School Museums

The establishment of collections of specimens for the use of the classes in Botany and Zoology goes on more slowly than is desirable. In a few of the schools the collections are assuming gratifying proportions, and a corresponding increase in the efficiency of the science work in these schools is the natural result. During the year, additions to the value of $634 have been made to the museum specimens in 19 schools.

Pupils' Exhibits

Probably in no other respect has greater progress been made than in the character of the pupils' records in Art, Science, and Book-keeping, and the work of the Inspector in connection with these records has in consequence been very materially lightened. Complaints regarding injudicious dictation of notes on the part of the teachers and frequent failure to realize the true scope of the work, especially in elementary science, have almost disappeared, and there is in general very little to find fault with in the methods which now prevail. Very generally, too, the collection of seeds, insects, and plants by the pupils is well looked after and the valuable habits of observation acquired in the pursuance of this work are becoming widespread.

Reading and Spelling

As in former years, special attention has been given by the Inspectors to the examination of pupils in certain Lower School subjects, including Reading and Spelling. The results of the tests made by me in the course of the year are not quite so favourable, in either of these subjects, as those of the year before. The schools examined, however, are not the same, so that the comparison must not be unduly stressed.

I examined 2,142 pupils in Reading, and of these I grade 44 per cent. as good, 43 per cent. as fair, and 13 per cent. as poor. The corresponding percentages of the previous year, in a different set of schools, were 48, 40 and 12. The pupils examined in Reading belonged exclusively to the Lower School. Those tested in Spelling were of all grades. I examined 3,396 pupils in the latter subject, and of these I grade 30 per cent. as good, 38 per cent. as fair, and 32 per cent. as poor or bad. The corresponding percentages of the previous year, in the other set of schools, were 35, 34 and 31.

There is in general not much fault to be found with the work in Reading, and, while better results could be wished for in Spelling, I feel that with the increased attention now being given to the subject we can reasonably hope for a greatly improved condition in the near future.

Stirling High School

III. Report of Inspector Houston

The Honourable R. A. Pyne, M.D., LL.D.,
Minister of Education for Ontario.

Sir,—I beg to submit herewith for your consideration a brief report upon the condition of the Collegiate Institutes and High Schools which have been under my supervision during the school year 1910-11.

I have the honour to be, Sir,

Your most obedient servant,

J. A. Houston.

Toronto, December 30, 1911.

During the academic year 1910-11 I have been covering new ground and have visited schools which I have not inspected before. I have had under my charge the Collegiate Institutes in Brockville, Guelph, Kingston, Lindsay, Morrisburgh, Ottawa, Perth, Renfrew, Parkdale (Toronto), Harbord (Toronto), Jarvis St. (Toronto), Humberside (Toronto), and Vankleek Hill, 13 in all, and the High Schools at Alexandria, Almonte, Arnprior, Athens, Brighton, Campbellford, Carleton Place, Colborne, Cornwall, Gananoque, Hawkesbury, Iroquois, Kemptville, Madoc, Markham, Newburgh, Norwood, Omemee, Paris, Pembroke, Plantagenet, Port Perry, Prescott, Rockland, Smith's Falls, Stirling, Sydenham, Malvern (Toronto), Oakwood (Toronto), Riverdale (Toronto), Uxbridge and Williamstown, 32 in all, making a total of 45, not including the Commercial High School, Toronto. Nothing outside the ordinary routine has occurred, and no serious questions have arisen. The schools have been for the most part prosperous, and the year has been marked by many evidences of a sincere desire on the part of the various Boards of Education to provide for the children under their care all that the requirements of the regulations demand.

Teachers

There has been a very marked increase in the number of teachers employed, owing partly to an increase in the attendance and partly to the regulation that the average number of pupils per teacher in any school should not exceed thirty. In 1908 the number of teachers in my schools was 261, 177 men and 84 women. In 1910 there were in all 281, 186 men and 95 women, being an increase of 9 men and 11 women. The increase in women is found almost altogether in the High Schools and not in the Collegiate Institutes. It is not uncommon to find in a High School one man and two or three women; in the Collegiates the men as yet largely outnumber the women.

It is also interesting to note that during these same two years the number of graduates on the staffs of these schools has increased from 199 to 217, and the number of non-graduates from 62 to 64. It is a satisfaction to know that the academic standing of the teachers is becoming higher.

Accommodations

Several new school buildings have been erected and improvements and additions have been made to others. New wings have been added at Harbord and Humberside (Toronto), and at Renfrew, Arnprior, Stirling and Sydenham.

Two new buildings have been erected, one at Oakwood (Toronto), and the other at Smith's Falls. The Oakwood building when completed will be one of the most complete buildings I have yet seen. In the basement will be a gymnasium, with baths for both girls and boys, three recreation or waiting rooms for boys and three for girls; on the ground floor will be ten class rooms, principal's office, Manual Training room, and a beautiful assembly room, with a gallery; on the first floor will be four class rooms, three laboratories, a Science lecture-room, the library, rooms for the teachers and rooms for Household Science. The building is so planned that should more accommodation be required another storey can be added.

Smith's Falls has now one of the finest school buildings in Eastern Ontario. It is of red brick and presents a fine appearance from every point of view. It provides broad, well-lighted halls and stairways; eight regular class rooms, two laboratories, three rooms for Manual Training in wood and metal work, two rooms for Household Science, library, cloak rooms, teachers' rooms, principal's office, an assembly room about seventy feet square, and a gymnasium which is second to none in the province, equipped with the usual apparatus, as well as running track, shower baths, lockers, etc. The furnishing is of a character to suit its surroundings, and the whole institution is evidence of broad-minded and advanced ideas on educational progress.

Stirling and Arnprior have made additions which are larger than their original buildings and have now accommodations which will meet their requirements for years to come. Sydenham is providing four more class rooms and an assembly room, and Renfrew has a fine new brick gymnasium.

Pembroke has fitted up a modern laboratory properly furnished and equipped. Perth and Athens are making arrangements for an immediate increase of accommodation. The additions at Harbord and Humberside are such as might be expected in Toronto, and fully meet the requirements of the situation.

Equipment

The value of the equipment in the various departments has reached the minimum in almost every school. The value of maps and art models remains almost stationary, the value of the library and scientific apparatus shows a regular and continued increase. In many cases the libraries are far from satisfactory. Some of them consist largely of antiquated encyclopædias and ancient works of reference. Many of them should be re-catalogued, revalued and brought up to date, and further additions should be made in the way of modern reference books and books suitable for supplementary reading. Many Boards have yet to become educated into appropriating a suitable sum each year towards increasing the equipment of their schools. They seem to consider that such expenditure is lost, forgetting that, in the smaller schools at least, the annual return in the way of increased grant is a very large percentage of income on the amount invested.

The supply of Biological specimens grows very slowly. A systematic effort on the part of teachers and pupils to establish museums would produce good results. In the schools of Ottawa and Toronto the equipment is all that could be desired and the Boards seem willing to furnish all that is asked for, but in the majority of the other schools there seems to be an idea that all that is needed is to meet the minimum requirements.

Exhibits

The exhibits in art continue to improve, and much very excellent work is shown. The collections of flowers, weeds, seeds, etc., are in many cases very creditable, and show great care and interest on the part of both teachers and pupils. It appears to me that the specimens should all be named if the best is to be made of this part of the work. In some places the managers of the local Exhibition offer prizes for art work and collections. This has had a stimulating effect upon the work in the school, and has given an additional incentive to the pupils to do their best. The preparation of these exhibits should be in itself an education in careful, systematic work, requiring neatness, accuracy and taste, and should be one means of fixing in the pupils' minds the knowledge gained in the regular classes and in the laboratory.

Other Subjects

I have given a great many tests during the year in two most important subjects for teachers-in-training—arithmetic and English grammar. The results have been on the whole fairly satisfactory, and the placing of these subjects on the examination list will result in securing for them even more attention in the future. I would suggest more regular systematic work in old-fashioned "parsing" of words, phrases and clauses, a training which would produce good results, as it involves a constant review of construction, classification and inflection. I would also suggest, as I did last year, that more time should be given in mathematics to oral and class exercises as a training in independence of thought as well as in quickness and accuracy in reasoning and in calculation.

Reading and spelling show an improvement, but the writing in the majority of schools is still lamentably weak. It is quite a common occurrence to find a whole first form in which there are not more than one or two good writers.

Physical Culture

In the Collegiate Institutes where there is accommodation provided, the work in this subject is generally satisfactory, but in the majority of the smaller schools it does not yet occupy that place which its importance demands. One reason is found in the fact that as yet few High Schools have rooms in which the work can be properly carried on, and it has to be taken for the most part in the regular class rooms. A second and more powerful reason is that the attitude of the Public and of the staff towards Physical Culture is not always a sympathetic one. The subject is looked upon as something outside the regular course, which must be attended to because required by the regulations. Speaking generally, it would be substantially correct to say that at the present time Physical Culture is not on the school course in any vital sense. The public does not realize its responsibility to provide for the rising generation the means of securing sound, healthy, educated bodies, else there would be fewer badly ventilated, over-crowded school rooms and more willingness to provide proper accommodations. The teachers too often appear to have the idea that the time devoted to Physical Culture is largely lost, since the subject has no examination importance.

"Body and mind grow and have grown with each other; the condition of the body is due to mental as well as physical influences; the condition of the mind is due to physical as well as mental influences; the condition of the man is the sum total of his bodily and mental conditions. Neither side should be trained and developed at the expense of the other."

Volumes could be written on the benefits of judicious physical training and practically nothing can be said against it. The work can be made a source of delight and enjoyment and should be a relief from the high nervous tension of the school room; therefore it should be co-ordinated with the other school work and brought on at suitable times. It should be recreative, to offset the mental strain of prolonged school work, and corrective, to overcome certain tendencies or defects which may often be traced to the school room. The period of life from 12 to 18 years of age is the most important of all for physical growth, and systematic regular exercise is essential, but in order that physical movements may be really educative it is very important that they should be executed correctly and according to some ideal standards. The mere effort of bodily activity may be of hygenic value, but not strictly educative.

"Exercises with Indian clubs, wands or dumb-bells lend themselves to graceful, pleasing motions requiring perfection of structure and harmony of function. The same laws as to beauty, order, harmony and rhythm apply to these modes of expression through activity as to other arts, and their practice depends upon the same mental processes and ethical principles."

It is understood that no school can be ranked as "approved" if Physical Culture is not regularly carried on throughout the year, and it is a question whether the time has not come when the regulations should be amended so as to make it obligatory on every High School Board to provide some suitable room or hall in which physical exercise could be carried on during those seasons of the year in which it cannot be taken out of doors. To secure best results from physical training in schools the exercises should be taken up for a comparatively short time every day. The present regulations demand from two to three half hours per week. If this time were divided so that a quarter of an hour could be given in the middle of each forenoon and afternoon, no more time would be required than at present, the exercise would be taken when it would do the most good, and the academic side of the pupil's training would not suffer from his brain machinery having had a rest.

I trust the time is not far distant when everyone will realize the importance of having regular, systematic physical training in all our schools so that a strong foundation may be laid upon which can be built a healthy mental activity. To quote the conclusion reached by one who devoted his whole life to the cause of education:—

"It may never be known scientifically what a tremendous influence the body and all its organs, every nerve and muscle, vein and artery, exert upon the brain, and consequently upon the intellect. The more I see of physical training in the schools, the more I believe in it; the more I study psychology, especially physiological psychology, the stronger becomes my belief in physical training."

APPENDIX L

LIST OF CERTIFICATES ISSUED BY THE DEPARTMENT OF EDUCATION, 1911

I. Public School Inspectors

Hamilton, William Brown, B.A.
Kerfoot, Horace Watson, B.A.
McGuire, James Farrell, M.A.
Murdock, William Eugene, B.A.
Preston, Thomas, B.A., B.Pæd.
Ralston, George Dagleish, B.A.
Robinson, John Beverley, B.A., B. Pæd.
Smith, Frederick P., M.A.
Smith John Charles, B.A.
Tuck, John R., M.A.

II. High School Principals

Asselstine, Oliver, M. A. (Mathematics.)
Baird, Alexander W., M.A. (Eng., Hist., Fr. and Gr.)
Bannister, John A., B.A.
Bell, James S., B.A.
Cornell, Maurice L., M.A. (Mathematics.)
Dickson, Jean G., B.A. (French and German.)
Ellis, Mima A., B.A.
Ewers, Charles F., B.A.
Hagan, James W., M.A. (Science.)
Hall, Wilbert, B.A.
Husband, Almeron J., B.A. (English and History.)
Johnson, George S., B.A. (Science.)
Jones, Laura L., B.A. (Eng., Fr. and Ger.)
Kersey, Robert R., M.A.
Lowe, William D., M.A. (Classics.)
Marlin, Lewis A., M.A.
Marshall, Charles F., B.A. (Science.)
MacKay, John M., B.A. (Mathemetics.)
Moffatt, William J., B.A.
Muir, Jessie, B.A.
Norris, Arthur D., B.A.
Patterson, Arnott M., M.A.
Ralston, George D., B.A.
Shannon, Samuel, B.A.
Sheppard, Alton M., B.A. (Mathematics.)
Stewart, George B., B.A. (Mathematics.)
Taylor, Luther W., B.A. (Commercial.)
Thackeray, Barton S., B.A.
Tuck, John R., M.A. (Science.)
Voaden, Arthur, M.A. (English and History.)
Walkom, Daniel T., B.A.
Zavitz, Arthur S., B.A.

III. High School Assistants and Specialists

Alexander, Nessie.
Alford, Ethel, M.A.
Anderson, Beatrice E.
Armstrong, Eunice.
Austin, Grace C.
Baird, Alexander W., M.A. (Eng., Hist., Fr. and Ger.)
Banford, Joyce.
Barker, George A.
Bartley, Hattie M.
Batstone, Aylesbury T.
Bennett, John S., B.A. (Classics.)
Blyth, Sara, (Commercial.)
Bouck, Clarence D.
Bristol, Sadie K., B.A. (Moderns and History.)

III. High School Assistants and Specialists—Con.

Brown, Clarence L., M.A. (Mathematics.)
Buchanan, Winnie I.
Burk, Charlotte A., B.A.
Bunton, George B.
Carman, Margaret E., B.A. (Moderns and History.)
Chandler, Pearl, B.A.
Chase, Reginald M., B.A. (Classics.)
Code, Ethel M., M.A.
Cragg, Estella R.
Cunningham, Carrie S., B.A.(English and History.)
Dobbie, Isabelle E.
Dufton, Lena I., B.A. (Classics.)
Dunwoodie, Annie L.
Edwards, Grace, M.A.
Ewers, Charles F.
File, Agnes L.
Fisher, Edna B.V. (Commercial.)
Forrester, John W., M.A. (Science.)
Gilmour, Allan, B.A.
Gilray, Roberta G., B.A.
Graeb, Mabel M., B.A. (Moderns and History.)
Hackett, Edward, B.A.
Harvey, Martha A., B.A. (Mathematics.)
Hindson, Hilda M. (Commercial.)
Hodge, Gertrude A., B.A.
Houser, Wilfred H., M.A. (Mathematics.)
Hull, Bessie R.
Humphries, Bessie R.
Hutchinson, John I., M.A.
Jolliffe, Ernest H., B.A.
Kirkpatrick, Effie C.
Knight, Carrie M., B.A. (Classics, English and History.)
Lachance, Gertrude, B.A.
Lindsay, Edwin H.
MacDonnell, Alexander D., M.A.
Macfarlane, Harold N.
MacKay, Minnie B., B.A.
McArthur, Margaret L. Commercial.)
McCallum, Kathleen, B.A.
McCrae, Maude, B.A.
McEachern, John G., B.A.
McLean, Frances E.
McRae, Caroline J., B.A. (English and History.)
McWhorter, Mary A. V., B.A. (Moderns and History.)
Mawhinney, Frances A.
Miller, Cora, M.A.
Morrison, Delle S. (Commercial.)
Oakley, Muriel G., M.A. (English and History.)
O'Brian, Mabel B.
Overholt, B. Percy.
Parlow, Helen C., M.A. (French and German.)
Patterson, Arnott M., M.A.
Patterson, Edith E.
Phillips, Fredrick S.
Pierce, Edna, B.A.
Polden, George H.
Shepherd, Eleanor M., M.A.
Shurtleff, William M.
Simpson, Alexander M., M.A.
Sinclair, Robert J.
Smith, Sarah L.
Solmes, Harriette M., B.A.
Stockdale, Thomas N.
Taylor, Daisy E.
Thomson, Helen M., B.A. (Mathematics.)
Tupling, Minnie.
Van Duzer, Lena M., B.A.
White, Kate E. (Commercial.)
Zurbrigg, Jacob M., B.A.

IV. Permanent First Class Certificates

Anderson, Frederick H.
Allen, Mabel D.
Bishop, Emma I.
Baker, Pearl,
Barker, Mabel V.
Biggart, John B.
Boegeman, Anna, B.A. (Sr. Alberta).
Boland, Eva G.
Bramfitt, George N.
Brown, Mabel T.
Butterworth, Isabella S.
Boyd, Joseph R.
Bunt, Walter H., B.A.
Cowan, Annabel.

IV. Permanent First Class Certificates—Con.

Chisholm, Florence G.
Cameron, James A.
Cameron, James Geo.
Campbell, Archie M.
Coghlan, Florence.
Colquhoun, Katharine.
Cryderman, Beecher.
Cross, Jessie I.
Clark, Mary.
Clothier, Bessie.
Duncan, Nina.
Eastcott, Edna V.
Erb, Maurice.
Edmison, Ralph W., B.A.
Elliott, Annie M.
Fasken, Belle M.
Fisher, Olive M.
Fitch, Richard W.
Fitch, Martha A., B.A.
Fleming, Gertrude M.
Garvin, Winnifred.
Giles, Annie.
Gliddon, Eleanor W.
Grills, Maggie.
Gillrie, Edna B.
Grainger, Luella.
Graham, Harland E., B.A.,
Gowan, Eva.
Halbert, Harold.
Handy, Frederick W.
Hartford, James.
Harvey, John I.
Hearst, Bertha L.
Henderson, James C. G.
Hume, Beatrice E.
Hyde, Janet A.
Hodge, L. Olive.
Johnston, E. Grace.
Jones, Marion A.
Jennings, Frederick C.
Kerr, Mrs. Winnabel E.
Leppard, Henry M.
Langford, Lillian M.
Lamb, Walter J.
Mitchell, Janet A.
Mason, Mrs. Edith M.
Moderwell, Annie H.
Morton, Edna L., B.A.
Magee, Clementine.
McNab, Finlay.
McCallum, Mary.
McKinnon, Maud.
McHaffie, Grace H.
McKellar, Annie I.
McIntosh, Annie W.
McKone, Edward H.
MacTavish, Florence M.
MacDonald, Thomas A.
Macdonald, Louise.
O'Neill, Morgan J.
O'Rourke, Elizabeth A.
Orth, Frances A.
Ney, Louie E.
Nethercott, James P. S.
Powell, Ivrea E.
Price, Charles F., B.A.
Power, Eva A.
Parks, Eleanor G.
Rose, Maud L.
Reddon, Ethel.
Runnings, Jennie M. V.
Ross, Bertha M.
Ross, Barbara A.
Sharp, William H., B.A.
Smith, Margaret L., B.A. (Sr. Mt. Carmel)
Stewart, Margaret E., B.A.
Sandison, Mabel W.
Scott, Cyrus W.
Sisson, Alethea G.
Smith, Gertrude A.
Smith, Phyllis M.
Souch, Cora.
Stark, Laverna B.
Sutton, Meda L.
Stewart, Margaret E.
Stephen, William J.
Somerville, Olga E.
Scott, Rena.
Sailsbury, Orethia M.
Scott, Benjamin S.
Traver, Edith A.
Weir, Julia, B.A.
Weir, William J., B.A.
Waddell, Mabel H.
Wemp, Annie P.
Werden, Nellie M.
Wigham, Edith M.
Wyman, E. Mae.

V. Permanent Second Class Certificates

Argue, Myrtle V.
Armstrong, Annie.
Anderson, Eva B.
Anger, George N.
Alves, Ruth I.
Anderson, Annie L.
Armstrong, Violet S.
Avery, Maude.
Abraham, Esther E
Armstrong, Eva E.
Atkins, Pansy I.
Allin, Nina.
Armstrong, Margaret E.
Anderson, Coryll.
Anderson, Lizzie O.
Andrews, Harriet M.
Armstrong, Ida.
Allan, Frances H.
Allen, Mildred.
Anderson, Elizabeth M.
Auckland, Alice E.
Alexander, Mabel.
Argue, Grace I.
Anderson, Isabelle I.
Argue, Elizabeth L.
Archer, Dora E.
Baskerville, Jennie.
Baker, Jessie.
Baker, Etta M.
Bearss, Lillie.
Beattie, Carrie.
Bird, Ida V.
Bowman, Agnes.
Bancroft, Emma.
Barkley, Mary E.
Barr, Maggie.
Barr, Mary.
Beattie, Elizabeth M.
Boyce, Norman R.
Brock, Mabel L.
Brown, Mabel A.
Bury, Harriet H.
Barrett, Kate F.
Bailey, Hettie.
Beckett, Lena L.
Begg, Linda E.
Blackburn, Agnes C.
Balfour, Mary C.
Bennett, Pauline S.
Bailie, Mabel A.
Benn, Agnes M.
Binnie, Elizabeth J.
Boyle, May E.
Brintnell, James A.
Barber, Berta.
Barber, Mildred.
Bennett, Margaret B.
Bicknell, Lena G.
Bolton, Lena M.
Brabazon, Alice E.
Brady, Ella M.
Brock, Mabel C.
Brown, Alice G.
Brown, Jessie L.
Brown, May E.
Brown, Nellie L.
Brown, Ethel J.
Bell, Olive A.
Bowley. Wynifred.
Bone, Margaret J.
Bennett, Martina.
Barber, Jean.
Buchner, Lucy R.
Burrows, Emily E.
Barry, Edith.
Bilton, Sadie E.
Bannan, Ethel E.
Barry, Kathleen.
Benn, Kathlyn.
Buchanan, Jean C.
Bishop, Mary G.
Buchan, Mina K.
Bole, Myrtle A.
Brosnahan, Hanna.
Bredin, Carrie R.
Bell, Laura M.
Brock, Ruth C.
Brazill, Inez A.
Brooksbank, Mabel E.
Brant, Lena E.
Buchanan, Ruth.
Baldock, Estilla R.
Bell, Ettie J.
Bryans, Lerva B.
Brownlee, Maggie C.
Brown, Beatrice.
Burk, Agnes I.
Bull, Mrs. Muriel S.

V. Permanent Second Class Certificates—Con.

Beers, Annie E.
Brasseur, Stella.
Cuddie, Adelaide.
Corman, Maggie B.
Cameron, Anna W.
Collins, Elizabeth.
Coward, Margaret L.
Crafts, Candice M.
Carter, Robert J.
Campbell, Edith.
Caskey, Annie.
Cattanach, Mabel L.
Contryman, Hazel B.
Currie, Annie.
Clubine, Israel.
Campbell, Gertrude J.
Cassel, Winifred M.
Challenger, Ethel M.
Cowan, Annie E
Creighton, Stancy J.
Cuyler, Edna I.
Canning, Mary T.
Clarke, Euphie B.
Collins. Viola G.
Connor, Maud E.
Costin, Laura E.
Crouch, Janet M.
Campbell, Mary S.
Couzens, Wilfred D.
Connor, Lena P.
Creighton, Mary M.
Carter, Georgana P.
Campbell, Myrtle J.
Chamberlain, Clacey.
Crommell, Geo. W.
Corneil, Ethel A.
Cobbledick, Olive M.
Collins, Ada B.
Campbell, Dorothy S.
Coulter, Anzanetta E.
Cruise, Isabella.
Chevalier, Rose.
Cornforth, Mary.
Chapman, Gladys M.
Cumming, Eva M.
Church, Eunice.
Curtz, Hazel C.
Causgrove, Eileen.
Chamberlain, Nina B.
Connelly, Mary.
Charbonneau, Ovilia E.
Chellew, Clara M.
Cairncross, Janet.
Campbell, Florence G.
Cornell, Angela.
Davey, Freda B.
Drever, Annie B.
Douglass, Hazel F.
Derbyshire, Mabel L.
Dickson, Christena.
Dougan, Alice.
Delahunt, Beatrice B.
Douglas, Euphemia.
Douglas, John D.
Douglas, Grace M.
Dunlop, Florence L.
Devereux, Kate.
Douglas, Grace.
Doyle, Elizabeth G.
Doane, Lulu B.
Davies, Evelyn.
Dolan, Minnie M.
Devereux, Rosa.
Devine, Besey.
Donovan, Sarah.
Dales, Pearl A.
Diehl, Anna E.
Dodds, Thomas M.
Dobson, Charlotte M.
Dillon, Elizabeth.
De Groat, Charles M.
Davis, William.
Davidson, Edna N.
Dunn, Hazel K.
Devitt, Mayme.
Dunham, Rena B.
Dickson, Elizabeth.
Durst, Ida M.
Davis, Randolph.
Dewey, Kathleen.
Dunlop, Marion R.
Dee, Austin A.
De Grow, Edith M.
Draper, Clara L.
Durkin, Mary.
Doupe, L. Annie.
Dunlop, Eva C.
Elliott, Jemima.
Elliott, Annie E.
Edmiston, Myrtle.
Edwards, Emma.
Elkerton, Annie.

V. Permanent Second Class Certificates—Con.

Eyre, George N.
Enright, Margaret.
Etmanski, Elizabeth.
Eagan, Vida.
Eade, Edgar.
Egan, Elizabeth J.
Frazer, Annie E.
Fletcher, Sarah.
Fowler, Myrtle.
Forster, Vida A.
Fraser, Marion F.
Foley, Veronica M.
Freeman, Millicent.
Fennell, Mabel E.
Ferguson, Fred. L.
Folster, Vida.
Fox, Mary N.
Foley, Jane.
Forster, Dorrando E.
Fee, Annie M.
Francis, Sadie.
Fleming, Edith.
Finn, Catherine.
Foster, Florence.
Forsythe, Lela M.
Fewster, Edna M.
Fenton, Marie.
Fitzgerald, Mary E.
Foster, Edna M.
Fletcher, D. Roy.
Frost, Jean E.
Fritz, Alma E.
Foley, Teresa M.
Fletcher, Eva C.
Gove, Lillian.
Graham, E. Maude.
Grant, Mabel.
Guy, Edna C.
Garrow, Jean W.
Graham, Ida A.
Gastrell, Elsie.
Gourlay, Isabella.
Godfrey, Ellen.
Green, Annie.
Gray, Mabel.
Gilroy, Mary E.
Graham, Margaret M.
Glide, Mae.
Gordon, Maude E.
Geeson, Esther.
Gillen, Mary A. P.
Goit, Mary.
Gillespie, Lilian A.
Gibb, Elvie B.
Givlin, Catherine.
Graham, Malcolm G.
Grant, Albert .W
Gignac, Ida Z.
Giles, Margaret E.
Gould, Nellie G.
Hockey, Kathleen B.
Hall, Agnes.
Hawman, D. Fern.
Hugo, Victor H.
Hunt, Margaret.
Hall, H. Louise.
Herman, Stella M.
Hess, Freda C.
Hord, Mabel J.
Harvey, Elizabeth J.
Hastie, Wilhelmine.
Halliday, Ruth.
Hazelton, Jennie P.
Haig, Chas. S. F.
Henderson, Grace E.
Hinman, Almyra M.
Hinton, Lyda G.
Hansuld, Marguerite M.
Hardy, Zilpha.
Harris, Annie.
Henderson, Isabella B.
Hicks, Lila E.
Hildred, Reta A.
Horton, Evelyn A.
Hughes, Margaret.
Hurlburt, Katie.
Hare, Katharine E.
Harrison, Edna E.
Heron, Mabel B.
Holmes, Florence M.
Holmes, Laura H.
Howey, Florence E.
Houston, Laura M.
Hughes, Marion.
Hunter, George A.
Hurley, Mary.
Hipwell, Gertrude J.
Hammell, Audrey M.
Howe, Stanley F.
Hamilton, Ethel.
Hern, Gordon.
Horne, Florence E.

V. Permanent Second Class Certificates—Con.

Haines, Flossie.
Henry, Agnes.
Hanes, Ellis C.
Higginson, Hattie L.
Handy, Robert H.
Hardy, Mildred L.
Haugh, Emily M.
Hubble, Ella G.
Hubble, Florence E.
Huffman, Irene W.
Hugo, Olive M.
Hicks, Nellie M.
Hurst, Mabel.
Huffman, Ethel V.
Honey, Florence.
Halford, Margaret H.
Humphries, Mary B.
Hennessy, Margaret.
Hussey, Elizabeth.
Hickling, Martha M.
Hogg, Marion B.
Hanson, Dora E.
Hollingshead, Frank N.
Hanlon, Katharine.
Hamilton, Maggie G.
Hanlon Mary.
Hall, Minnie.
Hughes, Katie.
Hollinger, Nellie B.
Hunt, M. Helen.
Higgins, Nelson A.
Hainer, Kate T.
Inglis, Bertha M.
Isaac, Irene L.
Irvine, Myrtle I.
Jull, Nellie.
James, Hazel.
Johnston, Jean A.
Johnson, Marjorie M.
Johnson, Pearl.
Jameson, Annie.
Johnston, Harriet E.
Johnston, Mabel M.
Jackson, Bertha V.
Johnston, Bertha I.
Johnston, Joshua H.
Jackson, Mrs. Norma G.
Johnston, Bessie R.
Johnson, Viola R.
Jones, Charles, S.
Johnston, Beulah C.
Jull, Ida A.
Junkin, Gertrude.
Johnston, Emily W.
Jarrott, M. Irene Z.
Johnston, Bertha H.
Jarrott, E. Muriel.
Johnstone, R. Bruce.
Kay, Mayme C.
Kilgore, Elsie M.
Kinnear, Mabel G.
Knox, Margaret.
Kidd, Florence.
Kay, Bessie M.
Kellett, Phyllis M.
Kenny, Etta E.
Kerr, Ethel M.
Knight, Augusta.
Kehoe, Helen.
Kontze, Florence B.
Kehoe, Elizabeth.
Kiel, Colin M.
Kindree, Alberta G.
Kirkwood, Lucinda C.
Knight, David.
Keachie, Kate M.
Kenny, Catharine.
Kellam, Laura B.
Kennedy, Florence E.
Kestle, Pearle.
Knowles, Morley W.
Kennedy, Elmer.
Kennedy, Catharine A.
Kennedy, Jean T.
Kines, Roy M.
Lawrence, Lilian R.
Lamb, Martha A.
Lambe, Jessie E.
Little, Mary M.
Lymburner, Aletha M.
Lamont, Mattie J.
Leake, Ethel.
Lumby, Alexandra K.
Letzgus, Isabel.
Lett, Estelle E.
Lucas, Gertrude.
Learoyd, Claudine G.
Lehman, Ina M.
Longman, Esther S.
Leech, Patricia.
Lee, Ada M.
Laidlaw, Minnie P.

V. Permanent Second Class Certificates—Con.

Lyons, Irene.
Lee, Hermia E.
Leitch, Flossie.
Lees, Colin W.
Lutman, Margaret.
Lyons, Eva M.
Leach, Reginald J.
Leach, James W.
Laing, Adele.
Lukes, Amelia.
Laur, Mabel I.
Love, Laura.
Madill, Margaret.
Maxwell, Florence B.
Messecar, Edna L.
Moffat, Gertrude.
Monahan, Agnes.
Marshall, Kate A.
Mason, Emma L.
Matheson, Donalda M.
Matthews, Audrey S.
Meacham, Etta.
Metcalfe, George A.
Mitton, Isabel M.
Moore, Annie.
Morris, S. Gladys.
Main, Pearl.
Malloy, Annie V.
Marcellus, Alice B.
Martin, Clare A. C.
Maxwell, Lillias M.
Millar, Annie B.
Moriarty, John A.
Munro, Rubena.
Macaulay, Mary E.
Monaghan, Lena E.
Moore, Elsie M.
Magwood, Blanche E.
Martin, Sarah J.
Morison, Annie B.
Moses, Elizabeth.
Madden, Olive B.
Marshall, Helen Y.
Michener, Sela W.
Miller, Lottie M.
Milligan, May A.
Mooney, Bertha.
Moran, Alice J.
Minto, Helen J.
Myers, J. Ray.
Moore, Stella D.
Mason, Alice M.
Mollard, Merrill H.
Meech, Florence I.
Monaghan, Jennie M.
Murphy, Julia M.
Might, Nettie A.
Milling, Martha.
Moran, Grace M.
Moran, Ella B.
Morton, Mary E.
Macklin, Eppie I.
Miller, Mary.
Monsinger, Leota.
Morris, Wilfred D.
Mason, Harriett A.
Mott, Walter R.
Moher, Zita G.
Masson, Emily.
Marchand, Zella M.
Milner, May.
Miller, Elizabeth S.
Morton, Margaret S.
Macalpine, Bessie.
Maloney, Norma.
Moise, Sara A.
Matheson, Eliza C.
Macklem, Ruth A.
Mason, Annie P.
Matheson, Elise.
Magwood, Viola G.
McKinley, M. Josephine.
McMurtry, M. Gwendoline.
McCallum, George G.
McCulloch, Mary.
McLean, Jean.
McLeod, Sadie.
McDonald, Margaret.
McDonald, Mary L.
McDougall, Belle.
McGuire, Mary E.
McIntyre, Margaret.
McKellar, L. Katie.
McKim, Maisie.
McKinnon, Gladys.
McLean, Margaret.
McMahen, Lena.
McPharlin, Jean.
McIlroy, Lucy A.
McNab, Katie M.
McArthur, Elma.
McCulloch, Catherine.

V. Permanent Second Class Certificates—Con.

McDonald, Bella C.
McGillis, Annie L.
McGregor, Annie R. W.
McMorran, Jennie E.
McMahon, Katherine M.
McConnell, Jennie.
McKenzie, Annie F.
McMullen, Hazel T.
McQuarrie, Effie.
McCombe, Reta L.
McCracken. Carrie.
McDowell, Rena S.
McFarlane, Pearl.
McKay, Elizabeth A.
McKay, Mary F.
McKinnon, Helen.
McManus, Lilian M.
McDonald, Flora I.
McInnes, Jennie.
McKay, Charity E.
McKenzie, Alwilda F.
McMullen, John J. S.
McAlpine, Lena G.
McKellar, Ida C.
McCauley, Josiah E.
McBride, Leta V.
McCarter, Cora P.
McCartney, Lila M.
McColl, Margaret.
McDonald, Etta J.
McEwen, Kathryn.
McGugan, Evelyn E.
McIntyre, Edith.
McIntyre, Julia.
McNeill, Teressa.
McDonald, Annie C.
McKenzie, Lora I.
McKinnon, Maud A.
McLaughlin, Dorothy.
McKee, Kathleen E.
McCorquodale, Elizabeth.
McBurney, Annie H.
McLaughlin, Ross D.
McDonald, David G.
McDougall, Donald L.
McNevin, Frank P.
McNamara, Winnie.
McDonell, Hugh G.
McDonald, Mabel.
McMahon, Katherine W.
McCall, Georgena.
McKeown, Madge.
McBean, Eleanor W.
McLaren, Janette A.
MacGregor, A. Stanley.
MacGregor, Jean.
MacNaughton, Ella.
MacDonald, Cassie.
MacDougald, Sara E.
MacNeill, Minnie.
MacDonald, Mary A.
MacNab, Kate P.
MacKay, Angus.
MacKenzie, Beatrice M.
MacKay, Jessie McG.
Macdonald, Catherine E.
MacDonald, Eva B.
MacNabb, Katherine.
MacKay, Lillian I.
Nichols, Nora N.
Neelands, Ada V.
Nattress, Ethra V. F.
Nugent, Alla.
Nie, Annie.
Nagle, Ellen N.
Nesbitt, Bertha E.
Nagle, Margaret M.
Newman, Violet E.
Nickel, William F.
Nokes, Ada B.
O'Brien, Anna M.
O'Meara, Edna.
O'Brien, Mary.
Olds, Ethyl.
Oswald, Helen McA.
O'Brien, Elfrida.
O'Connor, Claire M.
Phalen, Frances A.
Paterson, Helen L.
Parker, Mary M.
Patterson, Clara B.
Payne, Maud E.
Park, Louise.
Patterson, Elva J.
Pegler, Theresa.
Phaneuf, Valerie.
Phillips, Mabel E.
Porter, Blanche M.
Peresian, Alice M.
Polk, Alma.
Patterson, Helen M.
Peters, Victoria G.

V. Permanent Second Class Certificates—Con.

Pietz, Florence E.
Platt, Maud A.
Patton, Florence G.
Palmer, Naomi A.
Perrie, Janisa.
Pratt, Anna M.
Parker, Bertha.
Pickett, Laura.
Parsons, Mary E.
Power, Maude A.
Purdy, Lucinda.
Postiff, Alfred L.
Petrie, Anna I.
Patton, Anna M.
Pappa, Pearl A.
Pettit, Annie M.
Pratt, Annie.
Pilkey, John H.
Peaker, Marvel E.
Quinn, Marie C.
Quinlan, Jean M.
Quinn, Rose M.
Quantz, Fanny W.
Richardson, Agnes L.
Robertson, E. Gertrude.
Ross, Mary.
Rowe, Janette.
Riley, Jean H.
Robeson, Maggie M.
Rombough, Nora A.
Ross, Ethel.
Rowan, Elizabeth.
Rickaby, Harold C.
Rands, Jennie O.
Redmond, Raymond R.
Robertson, Effa.
Robinson, Emma A.
Rodgers, Jessie M.
Roos, Hilda G.
Ross, Carrie.
Ryan, Lizzie.
Rabb, Nellie R.
Ralston, Mary E.
Ravin, Valentine A.
Redick, Luella M.
Richardson, Amy A.
Robertson, Lily.
Robinson, Ethel E.
Roe, Agnes C.
Rinker, Lena.
Robertson, Mina R.
Robinson, Annie.
Rath, Margaret.
Robson, Myrtle.
Real, Alberta.
Robinson, Thomas A.
Renwick, Myrtle B.
Ryan, Mary E.
Russell, Mabel E.
Robinson, Annie A.
Robson, Russell B.
Robertson, Isabel.
Robertson, Annie M.
Reid, Grace.
Sheils, Carrie I.
Steen, Laura M.
Shephard, Ada R.
Shields, Bertha A.
Slater, Ruby E.
Sandison, Adele L.
Smith, Norma.
Statham, Louise L.
Sterritt, Maggie.
Stuart, Jennie A.
Sullivan, Nellie.
Swadling, Lura.
Scovil, Florence E.
Searson, Mary B.
Shannon, Mabel.
Shea, James A.
Smirl, Sybil M.
Stewart, Katie.
Sanderson, Maude.
Scanlan, Nellie G.
Smith, Gertrude.
Staples, Mamie.
Stewart, Jessie M.
Stewart, Susie.
Stuart, Florence J.
Semple, Jean A.
Spurrell, Bessie E.
Stewart, Ida M.
Stewart, Irene E.
Sanford, Sara.
Scanlan, Mabel F.
Scott, Annie I.
Sedgwick, Dorothea.
Sheard, Laurena.
Sherritt, Lydia B.
Siegel, May M.
Smith, Jessie E.
Steven, Jean.

V. Permanent Second Class Certificates—Con.

Stewart, Florence.
Swanton, Cecil H.
Stonehouse, Sybil.
Switzer, Ada M.
Storey, Annie A.
Sullivan, Irene C.
Schaefer, Lizzie.
Scott, Helen J.
Sinclair, Pauline F.
Sinker, Stanley.
Swalwell, Mary C.
Stewart, Mabel.
Shannon, Gertrude.
Souch, Alice M.
Stewart, Richard W.
Sutton, Reginald A.
Simpson, Lily A.
Snyder, William R.
Spencer, Nellie.
Southon, Arthur E.
Schwandt, Settie.
Snitter, Ruby L.
Sutcliffe, Ethel M.
Sprague, Annie M.
Schurter, Eleanor.
Staples, Bessie E.
Shea, Percy J.
Shipley, E. Annie.
Small, Ervin L.
Sellens, Blanche G.
Slater, Hilda A.
Sloane, Millie E.
Smith, Ada J.
Scott, Clara A. M.
Short, Ethel J.
Speirs, Alice M.
Spalding, Winnifred A.
Staples, Gertrude.
Shaw, Carl S.
Sharpe, Iza M.
Smith, Anna D.
Scratch, Faith A.
Sharp, Jennie S.
Stirling, Rhea C.
Taylor, Mary E.
Terryberry, Etta.
Thompson, Bessie L.
Tassie, Gladys.
Taylor, Violet.
Toll, Pearl.
Trudell, Ida M.
Teskey, Leonora E.
Teskey, Margaret G.
Truman, Millicent E.
Tuttle, Catherine.
Taylor, Jessie M.
Taylor, Mary A.
Taylor, Melissa I.
Thrush, Alice K.
Till, Rosilla A.
Touchburn, Norma E. C.
Troy, Maude.
Tiffin, Cora D.
Tait, Bertha.
Thomson, Isabel.
Tomkins, Mabelle.
Thompson, Annie L.
Thompson, Norville M.
Torrance, Mary E.
Traynor, Elizabeth B.
Traynor, Beatrice M.
Twiss, Dora B.
Turner, Nellie M.
Tufts, Maude M.
Tyler, Irene.
Trott, Mary I. M.
Trout, Harvey B.
Tighe, Edward J.
Tullock, Mary E.
Totton, Annie G.
Toms, Beatrice.
Usher, Ida Y.
Usher, Ella M.
Ure, Jessie W.
Van Alstyne, Elizabeth S.
Vasey, Nellie A.
Wilkinson, Eila R.
Welch, Jennie.
Weston, Evelyn M.
Wigle, Winnifred B.
Wood, Ida.
Weekes, Elizabeth.
Whelan, Richard.
Windle, Catharine.
Winters, Edith.
Wagar, Elias G.
Westlake, Myrtle.
Walker, Lillian B.
Whiteman, Mabel G.
Wilson, Margaret J.
Wing, Grace E.
Walker, Mabel M.

V. Permanent Second Class Certificates—Con.

Watson, Arleigh J.
Watt, Ina A.
White, Alice M.
Wilkerson, Mrs. Eva E.
Wilson, Mary E.
Wright, Mabel.
Wright, Nellie T.
Willson, Wilhelmina.
Williams, Mabel G.
Waterman, Stirling.
Wright, Clara M.
Wightman, Keith.
Webster, Alida.
Winn, Jessie G.
Wood, Alma.
Watson, Annie E.
Ward, Olive I.
Ward, Ella.
Wright, Zelda M.
Wilson, Emily.
Wright, Annie.
Wilson, Isabella R.
Winchester, Georgina.
Welsh, M. Estella.
Wilcox, Grace.
Wetherell, Mary J.
Young, Ethel May.
Yarwood, Mary.
Young, Donald R.
Young, Annie S.
Young, Isabella A.
Zimmer, Tillie.

VI. Kindergarten Directors' Certificates

Alexander, Florence.
Allen, Bessie W.
Allward, Irene O.
Barker, Bertha M.
Batten, C. Elise.
Blizard, Rachel A.
Bradford, Myra.
Carter, Ruth.
Charlton, Frances L.
Coyne, Erma L.
Cringan, Elizabeth R.
Dalton, Gertrude A.
Dickson, Gladys G. M.
Dunlop, Bessie.
Elliot, Lillian M.
Havill, Grace E.
Heaman, Annie V.
Heming, Frances.
Henderson, Elizabeth.
Howson, Helen.
Kelly, Elise S.
Leith, Beatrice.,
Leslie, Josephine M.
Loney, Floss.
Marsden, Marjorie L.
Mashinter, Laura.
Minns, Stella A.
Mitchell, Lulu.
Mott, Vera A.
Muir, Mabel E.
McAdam, Elizabeth.
Macdonald, Vola A.
McColl, Eva A.
Neelands, Gertrude.
Nelson, Marjorie D.
Newman, M. Ellison.
Nugent, Myrtle.
Patton, Eleanor.
Rankin, Grace M.
Roberts, W. Helen.
Robinson, Annie E.
Robinson, Hilda M.
Richardson, Ethel.
Scott, Margaret.
Simpson, Lena R.
Stanley, Kathleen E.
Sudworth, Alice L.
Schryer, Ethel.
Scripture, Eva A.
Tighe, Marion C.
Tilley, Myra.
Thompson, Bertha I.
Turquand, Florence L.
Van Dusen, Ethelwyn.
Wells, Mabel.
Wray, Isobel M.
Wright, Lenore.

VII. Household Science Certificates

Bradfield, Gladys.
Burgess, Mary L.
Bickford, Anna L.
Boggs, Grace.
Burke, Nora L.
Carpenter, Agnes M.
Cooke, M. Edith.
Cooke, Marjorie C.
Calhoun, Mary E.
Coleman, Luella I.
Collins, Dolly E.
Cross, Bessie.
Freeman, Anna G. (Specialist.)
Farmer, Muriel.
Forfar, Pearl.
Gibb, Alma.
Gray, Winifred A.
Garvin, Mabel.
Hess, Agnes G.
Hales, Kate A.
Lampkin, Ruth.
Marlatt, Mary D.
Munro, Ethel C.
McFarlane, Annie.
MacBrien, Kathleen.
MacAdams, Roberta.
Mactavish, Marian.
Ockley, Laura L.
Pennington, Clara A.
Pettit, Muriel M. S.
Palmer, Ethel M. (Specialist.)
Powell, Joan.
Preston, Ethel A. (Specialist.)
Perkins, Louise.
Ross, Jessie L.
Scott, Florence G.
Seaborn, Beatrice.
Staebler, Hazel A.
Tait, Ethel M.
Walton, Alice C.
Wilson, Margaret.
Wright, Evelyn P.
Walsh, M. Georgia.

VIII. Commercial Specialist Certificates

Bartlett, Cora.
Beech, W. K.
Bennett, William S.
Chapman, Brock.
Clark, Donald McK.
Hitsman, Samuel A.
Reid, Edith L.
Shurtleff, William M.
Trace, Cephas M.
Ungar, A. Pearl.

IX. Art Specialist Certificates

Johnston, George L.
McCollum, A. Laura.
Ramsay, James A.
Smith, Clayton R.

X. Manual Training Certificates

Baker, Henry John.
Braucht, Frank E. (Specialist in Machine Shop, Practice.)
Collier, J. David.
Davidson, Thomas William.
Hagerman, Andrew Ferguson. (Specialist.)
Hatch, Augustus Thomas, B.A. (Specialist.)
Holmes, Robert Spencer.
Jenkins, Thomas H.
Rose, Cephas.
Styles, Arthur.

XI. Professional Certificates, 1911

	No. of Candidates	Extra Mural	High School Interim	Permanent First Class	Interim First Class	Permanent Second Class	Interim Second Class	Limited III Class, for five years.	Total
Faculties of Education	301	....	†192	68	118	....	21	....	.....
Normal Schools	1,198	144	....	....	....	530	575	140	1,245
Model Schools	449	2	....	....	....	....	....	433	.....
English-French Training Sc	.....	....	....	....	....	....	....	45	.....
Summer Training Schools	.....	....	....	....	....	....	....	46	.....
Certificates issued on pro tanto standing	.....	....	....	....	....	....	2	50	.....
Interim High School Certificates, issued on reaching 21 years of age	.....	....	*65	....	....	....	....	....	.....
Permanent III Class	.....	....	....	....	....	....	....	3	.....
Provincial III Class, valid for three years	.....	....	....	....	....	....	....	11	.....
Total number of newly certificated teachers	.....	....	257	68	118	530	598	728	2,299
Interim Certificates made permanent	.....	....	....	44	....	314	....	....	358

Kindergarten Certificates

Number of Directors 57
Number of Assistants 13

Elementary Agriculture and Horticulture

Number of Certificates issued 89

Elementary Industrial Arts

Number of Certificates issued 18

Manual Training

Number of Permanent Certificates issued 11

Household Science

Number of Certificates issued 43
Number of expired III Class and District Certificates extended 992

† Of these 131 were also granted I Class certificates.
* These previously held Interim I Class certificates.

XII. Temporary Certificates Issued in 1911

Inspectorate	Number during 1st half year	Number during 2nd half year	Inspectorate	Number during 1st half year	Number during 2nd half year
Algoma	9	31	Northumberland & Durham—		
Brant	2	5	Continued:		
Bruce, E.	14	38	West, No. 1	24	22
Bruce, W.	5	6	Ontario, N.	5	6
Carleton, E.	21	22	Ontario, S	11	21
Carleton, W, and Lanark, E.	25	18	Oxford, N.	9	5
Dufferin	13	16	Oxford, S.	11	3
Dundas	6	1	Parry Sound, S.	39	46
Elgin, E	4	6	Peel	20	9
Elgin, W	2	3	Perth, N.	3	2
Essex, N.	37	60	Perth, S.	4	1
Essex, S.	12	12	Peterborough, E	25	20
Frontenac, S	18	22	Peterborough, W, & Victoria, E	12	9
Frontenac, N., and Addington	51	50	Prescott and Russell	4	35
Glengarry	19	25	Prince Edward	16	22
Grey, E.	13	25	Rainy River District	21	31
Grey, W.	16	17	Renfrew, N	6	19
Grey, S.	3	10	Renfrew, S.	18	16
Haldimand	4	.....	Simcoe, N.	10	19
Haliburton (also Parry Sound E., and Muskoka, E.)	41	47	Simcoe, S.W.	4	7
Halton	.....	5	Simcoe, E.	7	19
Hastings, C.	20	16	Stormont	3	2
Hastings, S.	9	6	Thunder Bay (also Nipissing W. and Parry Sd., N.W., etc.)	15	21
Hastings, N. (also see Nipissing, S., and Parry Sd., N.E)	29	46	Victoria, W	6	15
Huron, E.	9	8	Waterloo, No. 1	1	3
Huron, W	2	8	Waterloo, No. 2	5	7
Kent, E.	6	1	Welland	2	11
Kent, W.	10	3	Wellington, N	1	7
Lambton, E	7	2	Wellington, S.	.....	5
Lambton, W.	5	3	Wentworth	6	5
Lanark, W.	27	35	York, N.	6	7
Leeds and Grenville, No. 1	8	22	York, S.	5	3
" " " No. 2	27	22	Brantford City	1	.....
" " " No. 3	18	21	Separate School Inspectorates:		
Lennox	19	25	Inspector Power	2	8
Lincoln	11	8	Inspector Sullivan	8	6
Manitoulin, etc.	9	29	Inspector Gaboury	25	81
Middlesex, E.	10	7	Inspector Jones	9	11
Middlesex, W.	2	1	Inspector Belanger	.....	19
Muskoka, W.	20	44	Inspector O'Brien	1	.....
Nipissing, N.	22	28	Inspector Finn	.....	3
Norfolk	9	13			
Northumberland & Durham:					
Centre, No. 2	7	17	Totals	951	1,329
East, No. 3	5	19			

APPENDIX M

PROVINCIAL NORMAL AND MODEL SCHOOLS

I. Provincial Normal School, Hamilton

JANUARY, 1912

Staff

S. A. Morgan, B.A., D. Pæd	Principal: Science of Education.
F. F. Macpherson, B.A.	Master: English.
E. T. Seaton, B.A.	Master: Mathematics.
J. Voaden, M.A.	Master: Science.
Julien R. Seavey	Instructor: Art.
H. A. Stares	Instructor: Music.
Oscar Main	Instructor: Writing.
Miss Clara E. Elliott	Instructor: Household Economics.
S. J. Huggins	Instructor: Physical Culture.
A. J. Painter	Instructor: Manual Training.

Students Admitted, Session 1911-12

Male	21
Female	127
Total	148

II. Provincial Normal School, London

JANUARY, 1912

Staff

S. J. Radcliffe, B.A.	Principal: English.
John Dearness, M.A.	Master: Science and School Management.
A. Stevenson, B.A.	Master: Science of Education.
J. P. Hoag, B.A.	Master: Mathematics.
S. K. Davidson	Instructor: Art.
C. E. Percy	Instructor: Music.
J. W. Westervelt	Instructor: Writing.
Miss Allene B. Neville	Instructor: Household Economics.
Albert Slatter	Instructor: Physical Culture.
Sugden Pickles	Instructor: Manual Training.

Students Admitted, Session 1911-12

Male	22
Female	159
Total	181

III. Provincial Normal School, North Bay

JANUARY, 1912

Staff

A. C. Casselman	Principal: Science.
J. C. Norris, M.A.	Master: Mathematics.
J. B. McDougall, B.A.	Master: Science of Education.
C. Ramsay	Instructor: Art.
J. Norman Eagleson, Mus. Bac.	Instructor: Music.
J. E. Chambers	Instructor: Manual Training.
Miss Catharine T. McCaig	Instructor: Household Economics.

Students Admitted, Session 1911-12

Male	10
Female	44
Total	54

IV. Provincial Normal and Model Schools, Ottawa

JANUARY, 1912

1. Staff of Normal School

J. F. White, LL.D.	Principal: School Management and English.
W. J. Karr, B.A., B. Pæd.	Master: Psychology and English.
E. T. Slemon, B.A.	Master: Mathematics and History of Education.
J. W. Gibson, M.A.	Master: Science.
Roy F. Fleming	Instructor: Art.
T. A. Brown	Instructor: Music.
H. W. G. Braithwaite	Instructor: Writing.
C. Emery	Instructor: Physical Culture.
Miss Eliza Bolton	Instructor: Kindergarten Principles.
Miss A. E. Robertson	Instructor: Household Economics.
J. S. Harterre	Instructor: Manual Training.

Students Admitted, Session 1911-12

Male	11	
Female	122	
		133
Kindergarten Students		3
Total		136

2. Staff of Normal Model School, Ottawa

F. A. Jones, B.A.	Headmaster.
C. E. Mark, B.A.	IV Form Boys
H. M. Leppard	II Form, Boys.
E. Cluff, B.A.	I Form, Boys.
Miss M. E. Butterworth	First Female Assistant.
Miss A. G. Hanahoe	III Form, Girls.
Miss J. Foster	II Form, Girls,
Miss A. Delaney	III Form, Boys.
Miss M. R. Elliott	I Form, Girls.
Miss Eliza Bolton	Kindergarten Directress.
Miss A. H. Baker	Kindergarten Assistant.
Roy F. Fleming	Instructor: Art.
T. A. Brown	Instructor: Music.
C. Emery	Instructor: Physical Culture.
Miss A. E. Robertson	Instructor: Household Economics.
H. W. G. Braithwaite	Instructor: Writing.
J. S. Harterre	Instructor: Manual Training.
J. M. Fleury	Instructor: French.

Number of pupils, 1911		335
Number of Kindergarten pupils, 1911		46
Total		381

V. Provincial Normal School, Peterborough

JANUARY 1912

Staff

Duncan Walker, B.A.	Principal: Mathematics.
Henry G. Park, B.A., D. Pæd.	Master: Science of Education.
Samuel J. Keyes, B.A., B. Pæd.	Master: English.
W. I. Chisholm, M.A.	Master: Science.
Earl E. Logan	Instructor: Writing.
A. F. Hagerman	Instructor: Manual Training.
Miss Jessie C. McRae	Instructor: Art.
Miss Ethel M. Steinhoff	Instructor: Household Economics.
Miss Iva J. Coventry	Instructor: Physical Culture.
Miss Marion R. Rannie	Instructor: Music.

Students Admitted, Session 1911-12

Male		10
Female		101
Total		111

VI. Provincial Normal School, Stratford

JANUARY, 1912

Staff

S. Silcox, B.A., D. Pæd.	Principal: Science of Education.
J. W. Emery, B.A.	Master: Science.
J. M. McCutcheon, B.A., B. Pæd.	Master: English.
H. S. Robertson, B.A. (Tor.), M.A. (Colum.)	Master: Mathematics.
J. Bottomley, A.R.C.O.	Instructor: Music.
Sugden Pickles	Instructor: Manual Training.
Miss E. M. Cottle.	Instructor: Calisthenics and Writing.
Mrs. Helen Mayberry	Instructor: Art.
Miss Allene B. Neville	Instructor: Household Economics.

Students Admitted, Session 1911-12

Male	28
Female	135
Total	163

VII. Provincial Normal and Model Schools, Toronto

JANUARY, 1912

1. Staff of Normal School

Wm. Scott, B.A.	Principal: History of Education, School Management, and Grammar.
D. D. Moshier, B.A., B. Pæd.	Master: Psychology and English.
Wm. Prendergast, B.A.	Master: Mathematics and English.
David Whyte, B.A.	Master: Science.
A. T. Cringan, Mus. Bac.	Instructor: Music.
Jas. H. Wilkinson	Instructor: Manual Training.
Miss A. Auta Powell	Instructor: Art.
Miss Nina A. Ewing	Instructor: Household Economics.
Miss Mary E. Macintyre	Instructor: Kindergarten Principles.
Mrs. Jean Somers	Instructor: Calisthenics.
Mrs. Emma Macbeth	Instructor: Needlework.
Sergt.-Maj. E. H. Price, R.C.R.	Instructor: Drill.
Mrs. M. W. Brown	Instructor: Reading.
E. Warner	Instructor: Writing and Book-keeping.

Students Admitted, Session 1911-12

Male	12	
Female	232	
		244
Kindergarten Students		27
Total		271

2. Staff of Normal Model School, Toronto

Angus McIntosh	Head Master.
Miss M. Meehan	First Female Assistant.
R. W. Murray, B.A.	First Male Assistant.
Miss May K. Caulfeild	Assistant.
Milton A. Sorsoleil, B.A.	Assistant.
Miss A. F. Laven	Assistant.
J. T. Mustard	Assistant.
Miss C. E. Knisely	Assistant.
Miss Alice A. Harding	Assistant.
Miss Lillian Davey	Assistant.
Miss A. Auta Powell	Instructor: Art.
A. T. Cringan, Mus. Bac.	Instructor: Music.
Miss Mary E. Macintyre	Kindergarten Directress.
Miss Ellen Cody	Kindergarten Assistant.
Mrs. Jean Somers	Instructor: Calisthenics.
Mrs. Emma Macbeth	Instructor: Needlework.
Sergt.-Maj. E. H. Price, R.C.R.	Instructor: Drill.
Mrs. G. de Lestard	Instructor: French.
Jas. H. Wilkinson	Instructor: Manual Training.
Miss Nina A. Ewing	Instructor: Household Economics.

Number of pupils in 1911	485
Number of Kindergarten pupils in 1911	50
Total	535

VIII. Summary of Attendance at the Normal Schools

Normal Schools	Male students	Female students	Total attendance
Hamilton	21	127	148
London	22	159	181
*North Bay	10	44	54
Ottawa	11	122	133
Peterborough	10	101	111
Stratford	28	135	163
Toronto	12	232	244
Totals	114	920	1,034

Kindergarten students, Ottawa	3
Kindergarten students, Toronto	27
Total	30

*A model school is also conducted in the North Bay Normal School Building (See Appendix N below).

APPENDIX N

PROVINCIAL MODEL SCHOOLS, 1911

School	Principal	Students				
		Male	Female	Total attendance	Extra Mural Students	No. who passed
Athens	S. A. Hitsman	1	22	23	.....	23
Chatham	J. W. Plewes	4	46	50	.....	46
Clinton	John Hartley	14	42	56	.....	55
Cornwall	W.J. Hallett, B.A.,B.Pæd	3	12	15	1	16
Durham	Thos. Allan	12	43	55	.....	53
Guelph	David Young	17	35	52	.....	45
Kingston	A. A. Jordan, B.A.	1	27	28	.....	28
Morrisburg	C. D. Bouck	4	11	15	.....	15
Napanee	C. H. Edwards, B.A.	4	18	22	.....	22
North Bay	A. C. Casselman	4	10	14	1	14
Orillia	A. Barber	14	44	58	.....	58
Perth	S. C. Woodworth	2	23	25	.....	22
Renfrew	M. N. Armstrong	1	35	36	.....	36
Totals		81	368	449	2	433

APPENDIX O

SUPERANNUATED TEACHERS

* Allowances Granted during 1911

Register Number	Name	Age	Post Office	Years of service	Allowance
					$ c.
1201	Amos, James	67	Corinth	39½	275 00
1202	Bright, Robert Wesley	63	Wiarton	42½	285 50
1203	McIntyre. Archd. L.	60	Owen Sound	19⅓	131 50
1204	Ross, Miles Gustlaf	61	Forester's Falls	36½	253 00
1205	Baird, George	70	Brucefield	50	350 00
1206	Johnston, Wm. Degeer	60	49 Arthur St., Toronto	23	161 00
1207	Beeton, Kenneth G.	64	123 Bay St., Toronto.	44	303 50
1208	Caverhill, Albert E.	60	55 Louisa Street, St. Catharines	35	244 50

Summary for Years 1882-1911

Year	Number of teachers on list	Expenditure for the year	Gross contributions to the fund	Amount refunded to teachers
		$ c.	$ c.	$ c.
1882	422	51,000 00	13,501 08	3,660 10
1887	454	58,295 33	1,489 00	3,815 80
1892	456	63,750 00	1,313 50	786 86
1897	424	62,800 33	847 00	620 27
1902	407	64,244 92	1,073 50	722 78
1907	375	63,018 55	766 00	764 54
1910	316	†55,926 26	†800 10	†541 23
1911	300	‡54,008 00	‡654 50	‡895 66

Six teachers' subscriptions were withdrawn from the fund during the year ending 31st October, 1911.

* As the sum of $4 is deducted from each Superannuated Teacher's allowance as subscription to the fund, the payments were $4 less in each case than given in this list.

† For ten months of the year.

‡ For fiscal year ending 31st October.

APPENDIX P

HIGH AND PUBLIC SCHOOL CADET CORPS, 1911

Name of School	Strength of Corps	Number present at time of inspection	Drill	General remarks of Inspecting Officer
Arthur High School	32	22	Good.	A good corps.
Belleville, Octavia St. Public School	67	51	Good.	Very good.
Brantford Collegiate Institute	66	56	Good.	Very good.
Brockville Collegiate Institute	43	38	Good.	Very smart corps.
Cobourg Collegiate Institute	72	56	Very good.	A particularly smart company.
Collingwood Collegiate Institute	52	48	Very good.	A good corps.
Cornwall High School	66	66	Fair.	A good corps.
Dundas High School	27	24	Good.	Good.
Dundas Public School Signalling Corps	32	31	Very good.	Very good in drill and appearance.
Dunnville High School	45	35	Very good.	Very good.
Essex High School	35	33	Good.	A good corps, but lacks snap.
Galt Collegiate Institute	39	39	Good.	A very good corps.
Goderich Collegiate Institute	64	58	Fair to good.	Good.
Guelph Collegiate Institute	88	52	Good.	Generally good.
Hamilton Collegiate Institute	50	46	Very good.	Very good.
Ingersoll Collegiate Institute	45	43	Very good.	A good corps.
Lindsay Collegiate Institute	120	110	Very good.	Very good.
Morrisburg Collegiate Institute	36	33	Good.	A good, smart company, and very enthusiastic.
Mount Forest High School	43	39	Good.	A good corps.
Napanee Collegiate Institute	51	51	Good.	Good.
Niagara Collegiate Institute	50	41	Very good.	A very efficient corps.
Norwood High School	41	32	Good.	A good corps, keen and intelligent.
Orillia Collegiate Institute	46	46	Good.	Good.
Ottawa Collegiate Institute	55	55	Good.	A good company.
Orangeville High School	55	50	Very good.	A very efficient corps.
Orangeville Public School	55	50	Good.	A very good corps.
Owen Sound Collegiate Institute	54	54	Good.	Good.
Perth Collegiate Institute	54	47	Good.	A smart and well organized corps.
Peterborough Collegiate Institute	122	111	Good.	4 Companies of boys, 2 of girls; all good.
Port Arthur Collegiate Institute	40	36	Good.	Good.
Port Hope High School	53	53	Very good.	Very good.
Port Perry High School	35	32	Good.	Good.
Prescott High School	40	40	Good.	A good company and well trained.
Renfrew Collegiate Institute	46	41	Good.	Smart, well drilled and everyone enthusiastic.
St. Catharines Collegiate Institute	86	86	Good.	Good.
St. Thomas Collegiate Institute	71	48	Very good.	Exceptionally good.
Sarnia Collegiate Institute	44	43	Very good.	A good corps.
Sault Ste. Marie Public Schools	46	34	Good.	Good and very enthusiastic.
Seaforth Collegiate Institute	64	64	Good.	Good.
Stirling High School	43	41	Good.	Good.
Strathroy Collegiate Institute	43	42	Very good.	A very good corps.
Tillsonburg High School	34	30	Fair to good.	A new corps.

HIGH AND PUBLIC SCHOOL CADET CORPS, 1911—Concluded

Name of School	Strength of Corps	Number present at time of inspection	Drill	General remarks of Inspecting Officer
Toronto:				
Harbord Collegiate Institute.....	69	59	Very good.	Very good.
Jarvis Collegiate Institute.....	52	52	Very good.	Very good and efficient.
Parkdale Collegiate Institute....	55	51	Good.	Good; should try to attain a higher standard of efficiency.
Public Schools (12 corps).....	687	687	Very good.	Very good; well organized.
Uxbridge High School.....	40	38	Very good.	Very good.
Vankleek Hill Collegiate Institute....	46	46	Good.	Good, enthusiastic corps.
Waterloo Public School.....	101	97	Good.	Good; drill well.
Woodstock Collegiate Institute.....	49	46	Very good.	Very good.
Total, 61 corps.....	3349	3083		

APPENDIX Q

FINANCIAL STATEMENTS OF THE FACULTIES OF EDUCATION

I.—UNIVERSITY OF TORONTO FACULTY OF EDUCATION

Financial Statement for Year ending 30th June, 1911

RECEIPTS

Provincial Grant		$15,000 00
Fees—		
Teachers in training	$3,268 00	
Pupils University Schools	19,791 00	
		23,059 00
		$38,059 00

EXPENDITURE

1. Salaries:—		
W. Pakenham, Professor of History and Science of Education (also Dean of the Faculty), 12 mos. to 30th June	$3,500 00	
H. T. J. Coleman, Associate Professor, 12 mos. to 30th June	2,800 00	
H. J. Crawford, Associate Professor and Head Master of University Schools, 12 mos. to 30th June	2,900 00	
Chief Instructors in University Schools and Lecturers in Methods in Faculty of Education:—		
G. A. Cornish, Science, 10 mos. from 1st Sept. at $2.000	1,666 68	
J. T. Crawford, Mathematics, 10 mos. from 1st Sept. at $1,900	1,583 34	
W. C. Ferguson, French and German, 10 mos. from 1st Sept. at $1,800	1,500 00	
W. E. Macpherson, History, 8 mos. from 1st Nov. at $1,800	1,200 00	
O. J. Stevenson, English and History, 10 mos. from 1st Sept. at $1,800	1,500 00	
G. D. Robertson, Art and Commercial Work, 9 mos. from 1st Oct. at $1,600	1,200 00	
F. E. Coombs, Elementary Subjects, 10 mos. from 1st Sept. at $1,400	1,166 68	
Assistant Instructors in University Schools:—		
T. M. Porter, 10 mos. from 1st Sept. at $1,700	1,416 68	
H. A. Grainger, 8 mos. from 1st Nov. at $1,700	1,133 34	
J. A. Irwin, 9 mos. from 1st Oct, at $1,600	1,200 00	
J. O. Carlisle, 10 mos. from 1st Sept. at $1,500	1,250 00	
J. G. Workman, 6 mos. from 1st Jan. at $1,500	750 00	
W. J. Dunlop, 7 mos. from 1st Dec. at $1,400	816 68	
A. N. Scarrow, also Instructor in Faculty of Education, 9 mos. less 3 days from 1st Oct. at $1,300	957 00	
G. N. Bramfitt, also Instructor in Faculty of Education, 10 mos. from 1st Sept at $1,200	1,000 00	
Miss Isabel Sutherland, Instructor in Household Science (Sessional)	100 00	
W. E. Groves, Organization of Practice-teaching in Ryerson School	100 00	
Supply Teachers at $6 a day:—		
J. A. Dawson, 35 days, $210; A. B. Fennell, 18 days, $108; A. D. Hone, 10 days, $60; Geo. Readdie, 5 days, $30	408 00	
G. Hagan, Nightwatchman, 9 mos. from 1st Oct. at $750 per annum	562 50	
R. Bullock, Fireman, 26th Sept. to 30th June, at $50 a month	458 34	
E. W. Moore, Messenger, 5th Sept. to 29th June, at $4.62 a week	196 35	
		$29,365 59

2. Education Building and Department:—

(*a*) Maintenance of Building:—

Fuel	$1,146 23	
Light	650 52	
Water	427 87	
Engineer's supplies	122 10	
Caretaker's supplies	251 90	
Cleaning	1,225 44	
Repairs and Renewals	399 11	
		4,223 17

(*b*) Maintenance of Department:—

Payment to the City Board of Education for use of schools..	$2,100 00	
Clerical Assistance:—		
Stenographer, etc.	745 00	
Office expenses, printing, postage, supplies and sundries ..	643 99	
		3,488 99
		$37,077 75

Certified, F. A. MOURÉ, *Bursar.*

NOTE:—In the above statement no charge has been made upon the Faculty of Education for any portion of the general expenses of University administration, such as library, examinations, etc.

II—UNIVERSITY OF QUEEN'S COLLEGE FACULTY OF EDUCATION

Statement for Year 1911

RECEIPTS

Surplus for 1910	$55 19	
Ontario Government	12,000 00	
Fees	1,132 00	
		$13,187 19

EXPENDITURE

Salaries:—

Dean Ellis	$3,000 00	
Prof. S. Laird	2,500 00	
A. A. Jordan	100 00	
Victoria Wiltshire	50 00	
Nora Ross	50 00	
		$5,700 00
Board of Education, as per agreement		6,100 00
Travelling expenses, Dean Ellis		30 90
Presiding Examiners		161 31

Printing and Stationery:

R. Uglow & Co.	$3 35	
Jackson Press	109 50	
Kirkpatrick Art Store	4 00	
Levana Society	5 00	
Stamps	100 00	
		221 85

Advertising (A. McKim, Ltd., J. Macpherson)		227 18
Library, Miss L. Saunders		150 00
Telegraph, Telephone, etc.:—		
Dominion Express	$0 30	
Canadian Epress Co.	75	
		1 05
Office Furniture and Equipment:—		
W. A. Mitchell	$2 00	
Office Spec. Mfg. Co.	24 75	
R. J. Lindsay	74 37	
T. McMahon & Co.	65 00	
R. McFaul	14 90	
		181 02
Surplus		413 88
		$13,187 19

Examined and found correct,

J. F. LESSLIE, *Auditor.*

Kingston, January 6th, 1912.

Hamilton Public Library, in course of construction, 1911

APPENDIX R

REPORT OF THE LIBRARIAN OF THE DEPARTMENT

To the Hon. R. A. Pyne, M.D., LL.D., M.P.P.,

Minister of Education for the Province of Ontario.

Sir,—I have the honour to submit herewith my Report upon the Library of the Department of Education for the year 1911.

The following tables indicate how many books have been loaned, purchased and donated during the past year, the number of Daily and Weekly Newspapers, Magazines, Journals and Periodicals subscribed for by the Library, and the number of Books and Magazines bound.

In Table A the number of books loaned during the month of October, 1911, as compared with the corresponding month of 1910, shows a great falling off. This is explained by the fact that practice-teaching by the Normal School students did not begin till quite late in October. A great many books are taken out in connection with this work.

Lest anyone reading Table A should be disposed to measure the work of the Library staff by the number of books loaned during each month of the year, I wish to state that this forms but a small part of the labour involved in handling books. Much time each day is taken up in connection with reference work, for which no account can be kept, and many times, at the end of the day, there is nothing to show for hours of close and assiduous labour.

I have to report the loss of but one book, as far as I am aware. This I deem a good record, considering that several volumes have been mailed to persons outside the city.

In consequence of adopting the Dewey System of Classification it has been found necessary to change entirely the "subject" heads of Table B, and therefore any comparison with former years is not possible.

In my report for the year 1910 I alluded to the work of cataloguing the Library that had been entered upon by Miss Grace Andrews. Having special aptitude for work of this nature, Miss Andrews, by her ability and unflagging industry has won for herself a wide reputation (extending beyond the borders of Canada) as among the most skilled and successful in the profession of cataloguers. This being so, I thought it well to give her complete control of the work, and placed at her disposal, as far as possible, the services of my two assistants, Mr. Barnes and Miss King, together with such additional help as could be procured from time to time. It was not till quite late in the Autumn of 1911 that we were provided with two typists to write up the cards. They are now steadily engaged in this work. Even with this assistance sufficent progress could not be made, and therefore a third typist was added to the staff of temporary workers early in December.

It is my pleasant duty to bear testimony to the excellent way in which Mr. Barnes and Miss King have entered upon the work of cataloguing. Although without any previous knowledge they have, by close and intelligent application, and through careful tuition by Miss Andrews, made very considerable progress in grasping the intricacies of the work. The interest they are showing in their duties augers well for their success as painstaking and reliable cataloguers. I trust that their unremitting labours in an earnest effort to complete the catalogue

and thus make the Library still more useful to the public may secure for each of them some substantial recognition at an early date.

Having asked Miss Andrews to give me a report in detail of the work done during the past year, I beg to submit the following:

"The cataloguing of the Library has thus far resulted in a complete card catalogue for the classes Canadiana, Philosophy, Sociology, Philology, Natural Science, Useful Arts, Fine Arts, Geography and Travel, Biography and History (with the exception of United States History). Education, which is included in Sociology, is naturally the heaviest department.

" Other divisions under way are: Religion, Literature, United States History, General Periodicals, Newspapers, Unbound Pamphlets, University Reports, Bulletins, Calendars, etc., and Government Reports.

"The catalogue is in dictionary form, as to author, subject, and title; with entries for analytics, editors, and translators. On the author and subject cards full entries are made; imprint, pages, illustrations, portraits and maps are always noted, also a summary of contents. All books catalogued have been carefully analyzed. The time given to this feature of the catalogue may be considered as well spent, as live educational topics, and other articles and essays of value, are thus made available. Pamphlets are receiving the same attention as books, and are classified and shelved in the same way.

" In the 7th (1911)ed. of the Dewey Decimal classification certain divisions, *e.g.*, Child Study, and Educational Psychology, Nature Study, etc., are assigned special numbers; we had evolved numbers for these and others, but thought it better to change to the authoritative class numbers given in the latest edition. In the division Canadiana, an important one, in this library, it was found necessary to create numberings. Much attention was given to this section and an elaborate scheme of classification which seems quite satisfactory and adapted to all needs was drawn up and used."

It will be seen from this report that owing to the thorough and complete manner in which the cataloguing is being done it was utterly impossible to carry the work to completion in as short a time as was anticipated at the start. In this connection I may say that the progress of the work has been much impeded owing to the greatly overcrowded condition of the Library, which rendered it necessary to re-shelve the same books two or three times before finding the requisite space for all those coming under a given subject. I have been obliged during the last two years to place new books in any part of the Library that could accommodate them, without regard to their particular subject; and these, as the work proceeded, were constantly cropping up, and, of course, had to be placed in the proper class,

I wish to make public acknowledgment of my indebtedness to Mr. Duncan C. Scott, Honorary Secretary of the Royal Society of Canada, Ottawa. The Proceedings and Transactions of this Society which were on our shelves were incomplete, and some of the volumes were paper covered, but through his kindness I have been able to obtain a complete set, uniformly bound.

Subjoined is a list of Reports and other documents relating to Education and other subjects received during the year 1911.

Respectfully submitted.

HENRY R. ALLEY, *Librarian.*

Department of Education Library.

Toronto, 8th January, 1912.

TABLE A

Number of Books loaned, 1902-1911

Books given out in the month of—	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911
January	542	587	673	646	714	787	850	400	1,122	1,013
February	959	1,036	970	848	877	831	883	1,180	893	975
March	1,084	1,538	978	777	1,042	704	1,062	1,263	594	1,228
April	1,187	899	854	497	578	691	661	464	630	438
May	832	901	738	723	853	739	756	807	622	673
June	510	591	482	317	319	456	388	315	395	381
July	336	168	220	296	344	176	227	250	450	298
August	233	152	259	260	203	124	120	96	119	76
September	538	476	378	446	401	388	312	112	297	188
October	958	761	776	661	616	805	1,011	356	682	289
November	1,158	687	900	962	776	1,045	1,236	1,271	1,235	1,165
December	535	600	480	475	485	352	707	247	495	379
Totals	8,872	8,396	7,708	6,908	7,208	7,098	8,213	6,761	7,534	7,103

TABLE B

The number of books purchased in 1911 was as follows:—
(A List, in detail, for 1911 will be found at the end of this report.)

General Works	63	Useful Arts	37
Philosophy	20	Fine Arts	45
Religion	11	Literature	142
Sociology	217	History	244
Philology	41		
Natural Science	110	Totals	930

TABLE C

Table showing number of Books donated to the Library during the year 1904-1911

—	1904	1905	1906	1907	1908	1909	1910	1911
Text-Books	349	95	326	25	13	15	21	27
Miscellaneous	16	37	177	42	32	47	87	110
Totals	365	132	503	67	45	62	108	137

TABLE D

Newspapers and Magazines Received during the years 1906-1911

—	1906	1907	1908	1909	1910	1911
Number of daily and weekly newspapers received	90	87	89	92	94	96
Number of magazines and other periodicals received	102	101	107	109	110	132
Totals	192	188	196	201	204	228

TABLE E

Books, Magazines, etc., bound during the years 1899-1911

1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911
94	37	83	71	4	81	45	217	58	148	149	171	158

LIST OF BOOKS PURCHASED DURING 1911, WITH NAMES OF AUTHORS

General Works

American Library Association List of Subject Headings for Dictionary Catalogue.

The Encyclopædia Britannica, 11th Ed., 29 Vols.

Decimal Classification and Relative Index, by Melvil Dewey (3 copies).

Readers' Guide to Periodical Literature. Vol. 2, 1905-09. Edited by Anna L, Guthrie.

Guide to the Study and Use of Reference Books, by Alice Bertha Kroeger.

The Book of Knowledge: The Children's Encyclopædia, 24th Vol., edited by A. Mee and H. Thompson.

Bibliotheca Britannica: or, a General Index to British and Foreign Literature, 4 Vols., edited by Robert Watt.

Philosophy

The Reasoning Ability of Children of the Fourth, Fifth, and Sixth Grades, by Frederick G. Bonser.

Plato, the Teacher, edited by W. L. and C. L. Bryan.

Rules of Life, by John Amos Comenius.

The Place of Psychology in the Training of the Teacher, by Alexander Darroch.

Conduct Stories, by F. J. Gould.

Lessons in Psychology, by E. Helen Hannahs.

Hints to Lovers, by A. Haultain.

Psychology, by W. James.

Will to Believe and other Essays in Popular Philosophy, by W. James.

Human Immortality, by W. James.

The Positive Philosophy, 2 Vols., by Auguste Comte, tr. by Harriet Martineau.

The Dawn of Character, by E. E. Read Mumford.

The Psychology of Reasoning, by W. B. Pillsbury.

A Students' History of Philosophy, by Arthur Kenyon Rogers.

First Principles, by Herbert Spencer.

The Teacher's Handbook of Psychology, 5th ed., by James Sully.

Educational Psychology, 2nd ed., by Edward L. Thorndike.

Psychology of Childhood, by Tracy and Stimpel.

Lectures and Addresses delivered before the Departments of Psychology and Pedagogy of Clark University.

Religion

A Story of Paul of Tarsus, by L. W. Atkinson.

The Pilgrim's Progress, by John Bunyan.

Pre-Christian Teaching, by E. D. Cree.

With God Among the Flowers, by Leonard E. Dowsett.

The Mysteries of All Nations: Superstition, Witchcraft, etc., by James Grant.

History of the Presbyterian Church in the Dominion of Canada, by William Gregg.

When the King Came: Stories from the Four Gospels, by George Hodges.

Myths and Legends of the Pacific North-West, by Katherine Berry Judson.

The Varieties of Religious Experience: A Study in Human Nature, by William James.

The Charm of the Impossible. by Margaret Slattery (2 copies).

Analytical Concordance to the Bible, by Robert Young.

Sociology

Modern Constitutions in Outline. by Leonard Alston.

What is Essential, by G. A. Andrews.

A Canadian Manual on the Procedure at Meetings of Shareholders, by J. G. Bourinot (3 copies).

A Manual of the Constitutional History of Canada to 1901, by J. G. Bourinot (2 copies).

Boy Scout Books: 14 Books, by a B. P. Scout.

The American Commonwealth, 2 Volumes, by James Bryce.

Proceedings of the Child Conference for Research and Welfare, 1910, Clark University.

The Law of the Canadian Constitution, by W. H. P. Clement (2 copies).

Social Organization, by C. H. Cooley.

Character and Empire Building, by F. Cross.

The Worker and the State, by Arthur D. Dean.

The Children's Book of Christmas, compiled by J. C. Dier.

A Short History of British Colonial Policy, by Hugh Edward Egerton.

Heaton's Annual: The Commercial Handbook of Canada, edited by E. Heaton.

The Government of the United Kingdom, by Albert E. Hogan.

Documents of the Canadian Constitution, edited by W. Houston (2 copies).

Documents Illustrative of the Canadian Constitution, by William Houston.

Conditions of Progress in Democratic Government. by Charles Evans Hughes.

The Culture Demanded by Modern Life, by Huxley and Tyndall.

Canadian Civics, by R. S. Jenkins (6 copies).

The Statesman's Year-book, 1911, edited by J. Scott Keltie.

Feeblemindedness in Children of School Age, by C. Paget Lapage.

Practical Etiquette, by C. N. (6 copies).

The American Year-book, 1910, edited by S. N. D. North.

Dictionary of Political Economy, V. 3, edited by R. H. I. Palgrave.

The First Three Years of Childhood, by Bernard Perez.

Vocations for the Trained Woman, by Agnes F. Perkins.

Railroad Jubilee: An Account of the Celebration Commemorative of the Opening of Railroad Communication between Boston and Canada.

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APPENDIX S

REPORT OF THE HISTORIOGRAPHER OF THE EDUCATION DEPARTMENT FOR THE YEAR 1911

POETICAL AND PROSE RECITATIONS IN THE SCHOOLS OF ONTARIO

"*Poetry Necessary in the Schools*" was the subject of a recent sympathetic lecture on the subject by Principal Peterson, of the McGill University, Montreal.

He said that the tendency of the Schools of the present day was inclined to be materialistic. It would, therefore, be beneficial if Teachers would make use of Poetry to cultivate the imagination and the appreciation of beauty in young people, so as to equip them with the capacity for intellectual enjoyment of literature, beautiful of its kind. . . . Darwin, he said, admitted in his old age that he had missed a great deal of genuine pleasure in his life by not knowing more of music and poetry. . . . A man who lacked these tastes failed in the enjoyment of those intellectual powers which God has given him, and especially those of the emotional kind.

One of the most noted of the early Teachers of our Grammar Schools—if not the most noted—was the Reverend Doctor Strachan. In an account of an examination of his School at Cornwall in 1805 it is stated that "the Examination Exercises were interspersed with pieces of poetry and prose, repeated *memoriter*. Extracts from the more noted public men in England, such as Pitt, Fox, Sheridan, Burke and others, were committed to memory for the occasion—then these young Canadians were familiarized with the very language of these famous men, which must have been to them potent factors in their after success on the Bench, at the Bar, and even in the pulpit."

From an account of this examination, as entered in one of Doctor Strachan's "Merit Books," I find that the following pupils took part in these exercises:—

The first entry in the Merit Book of 1805 is a poetical "Address" by John E. Robinson, afterwards Attorney General, and Chief Justice, of Upper Canada. The first lines of this "Address," which was recited by its author at the examination held at the Cornwall School, on the 5th of August, 1805, are as follows:—

> When haughty Rome, with boastful triumph saw
> A prostrate world submissive to her law,
> The courtly Flaccus, feigning patriot fire,
> To please Augustus, strung his tuneful lyre.

The second poetical piece, "On Schools Old and New," was by Robert G. Anderson. Then follows "The Jaunt," by William Maccaulay; "Homer," by Jonathan Jones; "Reyno and Alpin," by Alexander C. McDonnell. "The Three Warnings," by Phillip Van Koughnet; "The Sword," by Alexander Wilkinson; "Polite Literature," by John Maccaulay; "Jupiter and Menippus," by Henry John Boulton (afterwards a Chief Justice); "Bookkeeping," by John McLean; "Mathematics," by John B. Robinson; "Geography," by Archibald McLean (afterwards a Puisne Judge); "Natural History," by John Bethune (afterwards Dean of Montreal); "History, as well as Epilogue," by Jonas Jones (afterwards a Judge). In addition a Parliamentary Debate is recorded, in which John Simcoe Maccaulay, Henry John Boulton, John Bethune, Archibald McLean, John B. Robinson, John Maccaulay—all noted men afterwards —and others, took part.

There are additional original compositions by George Ridout, David Munro, A. G. Steel, Daniel Washburn (Panegyric on Great Britain), Alexander Wilkinson (General Abercrombie), James Woolwich (General Wolfe), William Maccaulay (Lord Nelson), William Chewett; Discussion by Jonas Jones and John McLean; also a Discussion by John Bethune and Archibald McLean on "Mathematics *vs.* Polite Literature"; Parliamentary Debate by Phillip Van Koughnet, Henry John Boulton, George Ridout, Robert Stanton, R. G. Anderson, W. B. Smyth, A. C. McDonnell; Epilogue by Jonas Jones and John Bethune.

Another favourite method adopted by Doctor Strachan of inspiring emulation was for Pupils to challenge one another to a Reading or Recitation, after which, in the presence of the Class, or entire School, a contest took place, the voice of the whole School awarding the palm of victory, subject to review by the Teacher —and a possible reversal of the award by him.

These public "Exhibitions" were sometimes held by the St. Thomas Grammar School, in the Court House, at which Pupils and ex-Pupils recited Poetry and sang and the Principal read his Reports. At one of these Exhibitions a then popular song, "Rock Me to Sleep Mother," was sung and heartily applauded. On the same occasion the late Doctors John Fulton and Duncan McLarty, ex-pupils of the School, recited Campbell's famous dialogue poem, "Lochiel! Lochiel! Beware o' the Day!"

The old Pupils at Lindsay recall with pleasure the Friday afternoon debates, Recitations, Dialogues, Songs and Spelling Matches. The same was the case in many other schools not reported.

Reading in the Schools.—That is already provided for in the series of Reading Books.

Recitations of Prose and Poetry in the Schools.—Recitations of literary pieces in a School can be made to tell very effectively if steadily persisted in, and will well repay the effort. It should be begun early with the pupils, who soon get to enjoy the exercise as a fitting close to their school days.

Vocal Music in Schools as a Means of Pleasant Discipline.—What an auxiliary music is to the Teacher, brightening up dull faces, inspiring cheerfulness that becomes an impetus to labour, softening and soothing nervous irritation, often so difficult to contend against, which has been excited by the crowded School, impatient under the restraint and the often tedious monotony of the occupation of the day. Think, too, of each child frequently going home at night, like the honey-laden bee, with a gay little song to charm the work-wearied father's heart; a lullaby which, sung over the baby's cradle, shall soothe the mother's spirit while it closes baby's eyes; holy hymns that shall make the very roof-tree a better shelter for the hearts beneath it. Thus the influence of the Public School goes out blessing and blest; and we are thus thankful that we may be permitted to aid in making the world happier and better, that we, too, in the silent, unseen influences, are serving our Country and our God, and at the same time learning the useful lesson of how to labour and to wait.

As an aid to discipline I consider Music without a rival. Practical and Vocal Music is thus demanded at this point. Musical attraction is the motive power in discipline, and it needs only judicious management to render it a powerful agent. The universal love of Music, even of an ordinary character, in children is the basis of sure success. I call it a MORAL SUASION machine, cultivating the disposition and modifying all the harsher elements of our nature. As such it operates in the development of mind, in the School especially, as well as in all other relations.

The effect of music is proverbial. In a School it has a tendency to promote cheerfulness and is sure to help discipline. It also furnishes a very pleasant relaxation from study. Wherever it has been faithfully and systematically tried, it meets with general commendation. To unite in singing at the opening of a School seems to compose the mind and fit it for study; and to sing at the close of the School, when the perplexities and duties of the day are over, tends to allay all irritable feeling, to unite hearts, to bring rays of sunshine to clouded countenances, and to make the association of the schoolroom pleasant and inviting. These and other considerations favour the cultivation of Vocal Music in our Schools. It has been found by experience in many places that such cultivation, judiciously managed, promotes rather than hinders advancement of other branches of study.

Mr. Page, a United States authority on Teaching of Vocal Music, says:—

"Music is becoming an exercise in our best Schools, and wherever introduced and judiciously conducted it has been attended with pleasing results. It promotes good reading and speaking by disciplining the ear to distinguish sound, and it also facilitates the cultivation of the finer feelings of our nature. It adds very much in the good government of the Schools, as its exercise gives vent to that restlessness which otherwise would find an escapement in noise and whispering, and thus it often proves a safety valve through which a love of activity may pass off in a more harmless and a more pleasing way."

The Germans, who are a nation of Singers, require music taught in the Schools for the double purpose of disseminating the science and guarding against disease, and it is a significant fact that comparatively very few persons die of consumption in that country where Music is most generally taught.

Germany takes as great care in teaching children to read Music as to read writing or printing, and lack of natural ability for the one performance is no more complained of than for the other. And in our own country, distinguished musicians declare that they have never met with a person, young or old, who if he has a voice could not learn to sing.

Music operates favourably upon the affections. Everything like asperity it removes. It fills with generous emotions the mind which naturally inclines to indifference. It renders pleasantly pliable the feelings. It dispels selfishness and promotes benevolence, and thus its influence is in the highest degree ennobling.

Mark its effect also upon the taste—how refining! Upon the energies—how animating. It frowns upon all that is low and grovelling—while upon all that is noble it produces lofty aspirations.

Music has ever been regarded as a great and innocent amusement. It is such to those who listen, but still more to those who participate intelligently and correctly in the Singing of the Song. It not only affords relaxation for the weary mind, but likewise relief for the burdened spirit. It re-assures the desponding, elevates the downcast, cheers the drooping. It acts like an angel of mercy to the mourner. The heart that is almost broken with sorrow is comforted as it listens to the sweet and plaintive melody, and if the voice can be controlled so as to join in the strain, how great and indescribable is the relief. The gentle Kirke White well said:—

"Oh, surely melody from heaven was sent
To cheer the soul, when tired of human strife;
To soothe the wayward heart of sorrow rent,
And soften down the rugged road of life."

In these remarks we simply wish to suggest to Teachers and Trustees throughout our land the importance of a more thorough and complete instruction of this

great and delightful science. We hope to see the day when it will be placed beside Grammar, Arithmetic and Geography, and be taught efficiently in all our schools. —*Am. Ed. Monthly.*

In looking over an old "newspaper" printed several years ago I came across this beautiful piece, which struck me as being true to nature:

"Couldn't cos he sung so!" Leaning idly over a fence a few days since, we noticed a little four-year-old lad amusing himself in the grass watching the frolicsome flight of birds which were playing around him. At length a beautiful bobolink perched on a bough of an apple tree, which extended within a few yards of the place where the Boy sat, and maintained his position, apparently unconscious of his close proximity to one whom Birds usually consider a dangerous neighbour.

The Boy seemed astonished at his remaining, and, after regarding him steadily for a minute or two, obeying the instinct of his baser part, he picked up a stone lying at his feet and was preparing to throw it, steadying himself for a good aim. The little arm was drawn backward without alarming the Bird, and it was "within an ace" of danger, when lo! his throat swelled, and forth came nature's plea: "a-link, a-link, bob-a-link, bob-a-link, a-no-sweet, a-no-sweet; I know it, I know it, a-link, a-link, don't throw it, throw it, throw it," and he didn't! Slowly the little arm fell to its natural position, and the stone dropped. Anxious to hear an expression of the little fellow's feelings, we approached him, and inquired, "Why didn't you stone him, my Boy? You might have killed him and carried him home."

The poor little fellow looked up as though he suspected the meaning, and, with an expression half of shame and half of sorrow, he replied:

"Couldn't cos he sung so!"

Poetry for School Room Recitation in 1848

In 1848 I prepared for Recitation in Schools, under Doctor Ryerson's direction, quite a number of pieces of Poetry, besides a selection of Prose Pieces, which were often recited in the Schools.

Among the pieces selected were some of the following relating to Canada:—

JACQUES CARTIER

By T. D. McGee

In the sea-port of Saint Malo, 'twas a smiling morn in May,
When the Commodore Jacques Cartier to the westward sailed away;
In the crowded old Cathedral all the Town were on their knees
For the safe return of kinsmen from the undiscovered seas;
And every autumn blast that swept o'er pinnacle and pier
Filled manly hearts with sorrow, and gentle hearts with fear.

A year passed o'er Saint Malo—again came round the day
When the Commodore Jacques Cartier to the westward sailed away;
But no tidings from the absent had come the way they went,
And tearful were the vigils that many a maiden spent;
And manly hearts were filled with gloom, and gentle hearts with fear,
When no tidings came from Cartier at the closing of the year.

But the earth is as the Future, it hath its hidden side,
And the Captain of Saint Malo was rejoicing in his pride
In the forests of the North—while his townsmen mourned his loss,
He was rearing on Mount Royal the *Fleur-de-lis* and Cross;
And when two months were over and added to the year,
Saint Malo hailed him home again, cheer answering to cheer.

He told them of a region, hard, iron-bound, and cold,
Nor seas of pearl abounded, nor mines of shining gold,
Where the wind from Thulé freezes the word upon the lip,
And the ice in spring comes sailing athwart the early ship;
He told them of the frozen scene until they thrill'd with fear,
And piled fresh fuel on the hearth to make them better cheer.

But when he chang'd the strain—he told how soon is cast
In early Spring the fetters that hold the waters fast;
How the Winter causeway broken is drifted out to sea,
And the rills and rivers sing with pride the anthem of the free;
How the magic want of Summer, clad the landscape to his eyes,
Like the dry bones of the just, when they wake in Paradise.

He told them of the Algonquin braves—the hunters of the wild,
Of how the Indian mother in the forest rocks her child;
Of how, poor souls, they fancy in every living thing
A spirit, good, or evil, that claims their worshipping;
Of how they brought their sick and maim'd for him to breathe upon,
And of the wonders wrought for them thro' the Gospel of St. John.

He told them of the river, whose mighty current gave
Its freshness for a hundred leagues to ocean's briny wave;
He told them of the glorious scene presented to his sight,
What time he reared the cross and crown on Hochelaga's height,
And of the fortress cliff that keeps of Canada the key,
And they welcomed back Jacques Cartier from his perils over sea.

MY OWN CANADIAN HOME

By E. G. Nelson

Though other skies may be as bright,
  And other lands so fair;
Though charms of other climes invite
  My wandering footsteps there,
Yet there is one, the peer of all
  Beneath bright heaven's dome;
Of thee I sing, O happy land,
  My own Canadian Home.

Thy lakes and rivers, as "the voice
  Of many waters" raise
To Him who planned their vast extent
  A symphony of praise.
Thy mountain peaks o'erlook the clouds—
  They pierce the azure skies;
They bid thy sons be strong and true—
  To great achievements rise.

A noble heritage is ours,
  So grand and fair and free;
A fertile land, where he who toils
  Shall well rewarded be;
And he who joys in nature's charms,
  Exulting, here may view—
Scenes of enchantment—strangely fair,
  Sublime in form and hue.

Shall not the race that tread thy plains,
  Spurn all that would enslave?
Or they who battle with thy tides
  Shall not that race be brave?
Shall not Niagara's mighty voice
  Inspire to actions high?
'Twere easy such a land to love,
  Or for her glory die.

And doubt not should a foeman's hand
Be armed to strike at thee,
Thy trumpet call throughout the land
Need scarce repeated be!
As bravely as on Queenston Heights,
Or as in Lundy's Lane,
Thy sons will battle for thy rights
And freedom's cause maintain.

Did kindly heaven afford to me
The choice where I would dwell,
Fair Canada that choice should be
The land I love so well.
I love thy hills and valleys wide,
Thy water's flash and foam;
May God, in love, o'er thee preside,
My own Canadian Home!

St. John, September, 1888.

LAKE ONTARIO

By J. George Hodgins

On-ta-ri-o, On-ta-ri-o,
How bright thy waters flow!
How joyously they dance along;
How music-like they go!
The Western wilds have heard thy song—
Have sighed thy passing thence;
With joy old Ocean's bosom swells
To greet thy coming hence!

O'er thee, ere white man's foot had pressed
Thy banks of living green,
Or on thy bounding billows wide
The whitened sail was seen,
The sun's bright rays of golden tinge
Fell on the frail canoe,
Which bore the Sovereign of these glades
Swift o'er thy waters blue!

Along thy banks, while in his pride,
The red Man's dance and song
In savage triumph,—stern and wild,—
Rose from each victor-throng,
In proud defiance to their foes,
Through the green forests rung,
Or keenest anguish,—tearless grief,—
Their stoic bosoms stung.

But where are *now* thy dusky chiefs,—
That haughty warrior-band,
Who long a mighty sceptre swayed
O'er all this forest land ?
Where are those dauntless spirits now :
Those heroes of the past?
And where is proud Toronto gone,
Thy bravest and thy last?

They've gone, bright lake, but still in pride,
Thy dashing waters flow,
And now, while o'er the waters blue
The Star and Meteor banners float,
Thou'rt still Ontario.

THE CANADIAN HOMELANDS

By Mrs. E. P. McCullough

I

O Canada, in praise of thee we sing,
From echoing hills our anthems proudly ring,
With fertile plains and mountains grand,
With lakes and rivers clear,
Eternal beauty thou dost stand
Throughout the changing year,
Lord God of Hosts! we now implore,
Bless our dear land this day and evermore.
Bless our dear land this day and evermore.

II

Dear Canada! for thee our fathers wrought,
Thy good and ours unselfishly they sought
With steadfast hand and fearless mind,
They felled the forest domes,
Content at last to leave behind
A heritage of homes.
Lord God of Hosts! we now implore,
Bless our dear land this day and evermore.
Bless our dear land this day and evermore.

THE ENGLISHMAN'S FAREWELL

By Mr. John Scoble

England, my native land, farewell!
Where'er I rove, where'er I dwell,
Dear shall thy memory be to me,
As music's richest melody.

Thy sons are brave, thy maidens fair,
Of noble race and princely air;
The virtues of their sires they prove,
In arms, in honour, and in love.

Thy laws are right, thy judges pure,
Thy states are wise, thy throne secure,
The slave and exile find in thee
The chosen home of liberty.

From India to the Arctic Pole,
Peoples and tribes thy laws control;
Mother of nations thou shalt be,
And own a glorious progeny.

All love and loyalty be to thee,
Thou sceptred mistress of the sea,
Bright are the records of thy fame,
And glory circles round thy name.

APPENDIX T

REPORT OF THE INSPECTOR OF TECHNICAL EDUCATION

I. MANUAL TRAINING CENTRES

Location of Centre	Teacher	Salary	No. of Pupils	Grades	Length of Lesson	Accommodation	Equipment	Remarks
OTTAWA		$1,500 to						
1 Slater Street School	C. Medcalf.	$2,000 by $100	153			All the rooms are ordinary school class rooms, in most cases specially built, and in others adapted for Manual Training. They are generally light, airy and well ventilated.	Equipped with 20 benches and all tools for elementary woodworking. The Commercial classes are provided with equipment for copper and brass work.	Mr. C. Medcalf acts as supervisor, being allowed 5 half days per week for this purpose.
2 Wellington Street School			89					
3 Elgin Street School			102					
4 Glashan School	R. S.		106					
5 First Avenue School	Holmes.	$1,175	131	Junior IV.				
6 Hopewell Avenue School	H. S.	to	97	to				
7 Creighton Street School	Winchester	$1,400	48	Commercial.	$1\frac{1}{2}$ hours.			
8 Cambridge Street School		by	111					
9 Percy Street School	J. C.	$75	100					
10 Osgoode Street School	Jandrew.	annually.	84					
11 George Street School			38					
12 Rosemount Avenue School			20					
13 Bolton Street School	E. C. Wight		24					
14 Model School	J. S. Harterre		230	All grades.	$\frac{3}{4}$ to 1 hour.	2 rooms, elementary and advanced.	Cardboard work, clay modelling, and wood work	
TORONTO								
15 Wellesley School	H. J. Baker.		295					
16 Lansdowne School	A. J. Rostance		279				Each centre is equipped with 20 benches and the ordinary wood working tools. One centre is equipped for ornamental metal work.	Mr. W. L. Richardson acts as supervisor.
17 George Street School	J. Slaughter.		258					
18 Queen Alexandra School	W. R. Fenton		242			Elementary woodwork is provided for in a room of the ordinary class room type.		
19 Givens Street School	T. T. Carpenter.		222	Junior IV	$1\frac{1}{2}$ to $2\frac{1}{4}$ hours.			Manual training is not taken in any of the High Schools (except the Technical High School, where it has just been introduced). Evening classes in Queen Alexandra, Lansdowne, and Dewson Street, Technical and Broadview Schools.
20 Dewson Street School	J. N. Shortill	$1,200	197	Senior IV				
21 Parkdale School	J. C. Hamilton.	to	221					
22 Kimberley School	E. Beattie.		100					
23 Western Avenue School	J. N. Moffatt.	$1,800	250					
24 Kent School	J. Brennan.		250					
25 Technical High School	J. H. Cunningham		200	I, II	2 hours.			
26 Normal Model School	J. H. Wilkinson.		100					
27 Broadview Boys' Inst.	Various.	This centre is used for Evening Classes only.			$1\frac{1}{2}$ hours			

28 Kingston Coll. Institute..	A. Hatch.	$1,400	179	I, II, III, IV	½ to 2 hrs,	50 ft. x 36 ft. x 9 ft.	Bench work, wood turning, wood carving, mechanical drawing.	No Manual Training in Public Schools. Girls take wood carving.
29 Brantford Public School..	A. Styles.	$1,000	201	S. IV, J. IV	1½ hours	Separate building.	Wood work and turning.	Voluntary class Saturday a.m. in mechanical drawing.
30 Brantford Coll. Institute..	T.H.Jenkins.	$1,300	82	I, II	2½ hours	Separate shops provided for bench work. forging. turning and drawing.	20 benches, 4 wood turning lathes, 1 engine lathe, band saw, 8 forges, motors. etc.	An industrial class of nine pupils is carried on and evening classes two nights per week.
31 Brockville Public Schools.	T. W. Davidson.	$1,100	200	III., IV	2 hours	Separate building.	27 benches, 1 wood turning lathe.	No Manual Training in Collegiate Institute.
32 Stratford Coll. Institute ..	W. T. Ferguson.	$1,200	205	IV P. S., I Col.	1½ and 2 hrs.	Separate building.	Workshop, forge shop and store room.	Large and successful evening classes are held.
33 Stratford Normal School..	S Pickles.	$1,520	Normal	Students.	1 hour	Two rooms.	Cardboard work and wood work.	
34 Woodstock Coll. Institute.	J. S. Mercer.	$1,400	237	J. IV to Form III	2 hours 2⅔ hours	Separate building	Bench work, wood turning, forging, machine shop, beaten metal, mechanical drawing.	The Commercial, Second and Third forms take metal work.
35 Guelph Public Schools	J. T. Powers.	$1,100	221	J. III to Com.	1½ to 2 hrs.	47 ft. x 24½ ft. x 13 ft.	7 vices and 1 forge in addition toordinary wood work,	No Manual Training in the Collegiate Institute.
36 Guelph Machinery Hall...	This offers courses of one month, three months or nine months for persons wishing to become teachers of Manual Training.							
37 Guelph Consolidated School	F. J. Phalen.	$650	28	J. III, J. IV;	2½ hours	25 ft. x 33 ft. x 11½ ft.	20 benches with tools.	Manual Training suitable for rural districts.
38 Berlin Collegiate Institute	D. W. Houston.	$1,550	238	J. IV, S. IV.; I, II	1½ to 2⅔ hrs.	Work shop, machine shop, drawing room.	Benches, wood-turning lathes, drawing tables, forges, drill, band saw, grinder.	Evening classes being held.

I MANUAL TRAINING CENTRES—Continued

Location of Centre	Teacher	Salary	No. of Pupils	Grades	Length of Lesson	Accommodation	Equipment	Remarks
39 Hamilton Technical and Art School.....	In addition to the boys attending the Technical School, 160 boys take woodworking, 78 take forging and 55 take machine shop practice. These come from the Public Schools and Collegiate Institutes.							
40 Wentworth Street School, Hamilton.....	F. Taylor.	$800	317	J. IV to Com.	1½ and 2 hrs.	2 rooms. 24 ft. x 32 ft. x 8 ft. 6 in.	20 benches and usual equipment.	Mr. Bailey of the Technical School acts as Supervisor of Public School Manual Training.
41 Caroline Street, Hamilton.	A. E. Wilcox.	$1,000	305	J. IV to Com.	1½ and 2 hrs.	22 ft. x 30 ft. x 14 ft.	20 benches and usual tool equipment.	
42 Normal School, Hamilton.	A. J. Painter.	$1,200	136	J. IV to Com.	1½ and 2 hrs.	Two Rooms.	20 benches and usual tool equipment.	In addition to Normal students.
43 Collegiate Inst., London ..	S. W. Perry.	$1,600	147	II	1⅔ hours.	39 ft. x 26 ft. x 15 ft.	30 benches with usual tool equipment.	
44 Normal School, London ...	S. Pickles.	$1,520	92	IV	1½ hours	Two rooms.	20 benches with usual tool equipment.	Basement room.
45 St. George's, London	A. Moir.	$800	172	IV	2 hours	30ft. x 30 ft. x 8ft.	20 benches with usual tool equipment.	Basement room.
46 Lorne Avenue, London.			155	IV	2 hours.	31ft. x 23 ft. x 8ft.	20 benches with usual tool equipment.	Basement room
47 Princess Avenue, London..	W. A. Adams	$1,500	Recently opened.					
48 Queen Alexandra, London.	To be opened in January.							
49 Ingersoll Collegiate Inst..	F. Tanton.	$1,200	74	J. IV to F. II	2 hours.	A separate building.	20 benches, forge, lathes.	5 classes, one each afternoon.
50 Cornwall Public School...	D. N. Cornell.	$850	95	J. III, IV	2 hours.	Basement.	20 benches and tools.	
51 St. Thomas.....	E. Faw.	$1,400	250	S. III. to I	1½ and 2 hrs.	18 ft. x 90 ft.	20 benches with tools.	In lieu of accommodation in the schools a disused store is rented.
52 Galt Collegiate Institute..	C. T. Yeo.	$1,200	193	IV, F. I II III	1½ to 2 hours.	47 ft. x 26 ft. x 10 ft.	20 benches and tools.	

53 Owen Sound Collegiate Institute	Flummerfelt	$1,200	202	IV. F III	1½ to 2 hours	35 ft. x 10½ ft. x 24 ft.	Bench work wood turning	
54 Rittenhouse School	H. Gayman,	$650	34	All	1½ hours	16 ft. x 10 ft. x 8 ft. 6 in.	6 double benches,	Rural School
55 Collingwood	J. D. Collier,	$1,200	A room in the Public Library is being used. Evening classes are held.					
56 Normal, North Bay	A. Chambers	$1,300	Accommodation and equipment as in other Normal Schools.					
57 Peterborough Normal Sch.	A. F. Hagerman	$1,200	Accommodation and equipment as in other Normal Schools.					
58 Peterborough Public Sch.			A room in the old Collegiate Institute is used,					
59 Port Arthur	J. Whiddon,	$1,575	142	IV, F. I II	2 hours.	Two rooms.	20 benches.	Lathes being installed
60 Sault Ste. Marie	T. J. Later,	$1,300	129	IV, F. I II III	2 hours.	Wood shop, forge shop, drawing room.	26 benches, lathes, forges, etc.	Evening classes are held.
61 Smith's Falls	To be opened in January.							
62 Essex	Temporarily closed for various reasons.							
63 Alvinston								
64 Renfrew								

II. HOUSEHOLD SCIENCE CENTRES

Location of Centre	Teacher	Salary	No. of Pupils	Grades	Length of Lesson	Accommodation	Equipment	Remarks
1 Model School, Ottawa	E. Robertson	$1,000	149	All	½ to 1½ hrs,	36 ft x 36ft x 14 ft 18 ft x 18 ft x 14 ft	Cookery. Needlework.	A separate dining-room with service is furnished.
2 Applied Arts Sch., Ottawa	G. Boggs $600 G. Calhoun $1,200		481	8	1½ hrs.		Cookery. Needlework.	Sewing machines are provided in needlework equipment.
TORONTO								
3 Queen Alexandra School	L. E. Snell,	$700	302	IV	1½ to 2 hrs,	27 ft x 36 ft x 14 ft	All rooms are equipped alike with accommodation for 24 girls at one time taking cookery.	
4 Dewson Street "	Miss Graham	$700	320	"	"	40 ft x 40 ft x 14 ft		
5 King Edward "	Mary Foote,	$1,000	316	"	"	36 ft x 24 ft x 13 ft		
6 Wellesley "	D. C. Raynor	$850	301	"	"	36 ft x 20 ft x 13 ft		
7 Winchester "	G. E. Williamson	$900	300	"	"	36 ft x 24 ft x 13 ft		
8 Parkdale "	Miss Hills.	$900	320	"	"	36 ft x 24 ft x 13 ft		
9 Kent "	Miss Armstrong	$900	300	"	"	School kitchen.		
10 Perth Avenue "	Miss Smythe	$700	250	"	"	"		
11 Kimberley "	Miss Bryans	$700	140	"	"	"		
12 Technical High School			Two kitchens are equipped here, and a large and varying number of regular and special students take courses at different periods in various subjects.					
13 Normal School	N. Ewen.		Normal School Students and Model School pupils are taken.					

II. HOUSEHOLD SCIENCE CENTRES—Concluded

Location of Centre	Teacher	Salary	No. of Pupils	Grades	Length of Lesson	Accommodation	Equipment	Remarks
14 Kingston Pub. Schools....	C. E. Green.	$600	319	III, IV	1½ and 2 hrs.	33 ft x 21 ft x 24 ft	Cookery, needle-work	All Public School classes, except 4 girls from the Coll. Inst.
15 Brantford Coll. Institute..	E. E. Hartley	$600	292	IV, F's I, II,	1½ and 2 hrs.	27 ft x 31 ft x 13 ft	Cookery,	
16 Brockville Pub. Schools ..	A. Kendall.	$425	218	III, IV	2 hours.	36 ft x 27 ft x 8½ ft	Cookery.	A separate building.
17 Stratford Normal.....	A. Neville.	$960	Normal School Students only.					
18 Stratford Coll. Institute..	E. C. Pearson	$600	235	IV, F. I, II	1½ and 2 hrs.	Kitchen and dining room.	Equipped for 28.	Large evening classes are held.
19 Woodstock.....	M. McKee.	$550	189	J. IV to F. III	2 hours.	33 ft. x 24 ft x 8 ft	Equipped for 24.	Basement room.
20 Guelph Pub. School.....	E. MacVannel.	$750	252	III, IV	2 hours.	39 ft x 24 ft x 13 ft	Cookery, needle-work.	Girls of Coll. Inst. take no Household Science.
21 Guelph Consolidated Sch..	N. Nixon.	$650	73	All.	2 hours.	32 ft x 27 ft x 11½ ft	Cookery, needle-work.	A rural school.
22 Macdonald Institute.....	Training School for Teachers. Classes from Public Schools also attend.							
23 Berlin Collegiate Inst.....	E. M. Ferguson.	$950	244	IV, F. I, II	1½ to 2⅓ hrs.	Kitchen and dining room.	Cookery, needle-work.	School lunches served.
HAMILTON								
24 Wentworth Street.....	E. Lewis.	$500	294	III. IV	1½ and 2 hrs.	Kitchen.	" "	Miss Strong, of the Technical School acts as Supervisor.
25 Caroline Street.....	B. H. Peebles	$500	327	III, IV	"	"	" "	
26 King Edward.....	A. M. Carpenter.	$500	309	III, IV	"	"	" "	
27 Technical School	I. W. Strong	$700	244	S. III to F. II.	"	"	Cookery.	Large evening classes are held in cookery, millinery and dressmaking.
28 Normal School, Hamilton..	C. Eliot.	.....	142	S. III to Com.	1½ and 2 hrs.	There is Public School work in addition to the training given to Normal students.		
LONDON								
29 Collegiate Institute.....	M. C. Macpherson.	$900	328	I, II, III	1¼ to 1½ hrs.	Kitchen.	Cookery.	
30 Normal School	A. B. Neville	$920	Normal students only.					
31 Talbot Street	These centres recently opened. Not yet inspected.							
32 Lorne Avenue.....								
33 Victoria Street.....								
34 Alexandra School								
35 Ingersoll	I. Eedy.	$350	96	J. IV to F. II	2 hrs,	Temporary room.	Cookery, needle-work.	Only 5 classes.

36 Galt Collegiate Institute..	F. A. Twiss.	$1,000	200	IV, F.I, II, III	1½ to 2 hrs.	50 ft x 27 ft x 11 ft	Cookery, sewing, laundry.	School lunches served Evening classes held.
37 Owen Sound Coll. Institute	F. P. Pritchard	$700	256	IV to F. II	1¼ to 2 hours.	30 ft x 40 ft x 10 ft	Cookery, needle-work.	Evening classes held.
38 North Bay Normal.....	Normal students. Public School pupils also take the work here.							
39 Peterborough Nor. Sch..	Ethel ..... In addition to the Normal students Public School and Collegiate							
40 Peterborough Pub. Schs	Steinhoff.	$900	Institute pupils take the work at both schools.					
41 Sault Ste. Marie.....	M. P. Shaw.	$700	158	IV, F.I, II, III	2¼ to 2½ hrs.	Kitchen, dining-room, sewing room.	Equipped with electric stoves.	
42 Niagara Falls South High School.....	E. P. Wright	$800	22	I, II	2 hrs.	Kitchen,	Equipped for 24.	
43 Toronto Broadview Boys' Institute.....	Evening classes for boys.							
44 Thorold High School	M. A. S. Pettit.	$500	142	III, IV, F. I, II	2 hours	Temporary quarters.	Equipped for 12.	
45 Belleville.....	Public School pupils take the work in Albert College.							
46 Renfrew	Temporarily closed.							
47 Smith's Falls	To be opened in January.							

APPENDIX U

MEMBERS OF THE ADVISORY COUNCIL; LISTS OF ASSOCIATE EXAMINERS, HIGH SCHOOL AND CONTINUATION SCHOOL PRINCIPALS AND ASSISTANTS

I—Members of the Advisory Council, 1911

John Seath, LL.D., Superintendent of Education for Ontario, Toronto.
Rev. R. A. Falconer, LL.D., President of University of Toronto.
Maurice Hutton, M.A., LL.D., University of Toronto.
Rev. T. C. S. Macklem, LL.D., Provost of Trinity College, Toronto.
John Matheson, M.A., Queen's University, Kingston.
A. L. McCrimmon, M.A., LL.D., Chancellor of McMaster University, Toronto.
Rev. W. J. Murphy, D.D., Rector of Ottawa University, Ottawa.
Rev. N. Burwash, LL.D., President of Victoria College, Toronto.
N. C. James, Ph.D., Provost of Western University, London.
Harriet Johnston, Public School Teacher, Toronto.
Alex. Austin Jordan, B.A., Principal of Central School, Kingston.
J. W. Plewes, Principal of Model School, Chatham.
Thos. A. Reid, Principal of Public School, Owen Sound.
John J. Rogers, Principal of Separate School, Lindsay.
Rev. W. H. G. Colles, Inspector of Public Schools, Chatham.
N. W. Campbell, B.A., Inspector of Public Schools, Durham.
Stephen Martin, B.A., Principal of Collegiate Institute, St. Mary's.
Gilbert A. Smith, M.A., Principal of Jameson Ave. Coll. Inst., Toronto.
J. J. Morrison, School Trustee, Arthur.
John H. Laughton, School Trustee, Parkhill.

II—Associate Examiners, 1911

Entrance into Model Schools

Science:
Shannon, S.

Spelling:
Steer, G. H.

Literature:
Anglin, Sara.

Composition and Writing:
Tremeer, Hattie.

Grammar:
Craig, Margaret E.

Geography:
Burke, A.

Arithmetic and Mensuration:
Loucks, H.

Book-keeping:
Wright, D. T.

Algebra and Geometry:
Williamson, J. D.

Art:
Johnston, Agnes.

History:
Norton, Ida.

Entrance into Normal Schools

Literature:
Anderson, Jessie.
Asselstine, R. W.
Bibby, Marie V.
Coutts, R. D.
Foucar, W. K.
Graeb, Mabel M.
Grant, Christina C.
Kemp, W.
Race, W. B.
Trenaman, Mabel N.
Ward, Ada L.
Weese, Willametta.
Weidenhammer, W. B.
Williams, Mary I.

Entrance into Normal Schools—Continued

Composition:

Cloney, S. Louise.
Lane, J. S.
Matthews, Jessie R.
McManus, Emily.
Perry, S. W.
Sealey, Ethel M.
Story, Gladys.
Stubbs, S. J.
Willson, Alice.

History (Ancient):

Barron, R.
Cowan, Margaret T.
Cowles, J. P.
DeCou, Nellie.
Dolan, J. H.
Freeman, J. A.
Grant, D. M.
Horton, C. W.
Kerfoot, H. W.
Maclennan, C. Lillie.
McKinnon, C.
Perry, P.
Stoddart, R.
Stothers, Minerva.

History (British and Canadian):

Barr, Lydia A.
Charlesworth, J. W.
Clark, J. C.
Denyes, J. M.
Dolan, C. R.
Harkness, Mary D.
Hawkins, Maud M.
Ketcheson, Florence B.
McCormack, Irene.
Reed, C. H.
Smith, D. E.
Smith, Margaret.
Trench, W. A.
Wright, W. J.

Physics:

Follick, T. H.
Graham, L. H.
Grainger, H. A.
Hume, J. P.
Jennings, W. A.
Jewett, A. E.
Leibner, E. O.
Morgan, J. J.
McLaurin, P. C.
McNeice, J.
Pearson, A.
Rogers, G. F.
Rogers, W. H.
Wright, R.

Chemistry:

Arthur, C. C.
Ayers, M. Huntley.
Carefoot, G. A.
Ellis, Mina.
Firth, J. W.
Fletcher, W. H.
Flock, F. A.
Lehman, C.
Moore, J. R.
Morrison, Edward.
Pugsley, E.
Rosevear, H. S.
Sexton, J. H.
Smith, A.
Stevenson, L.

Algebra:

Gill, J.
Hamilton, W. B.
Johnson, Leah B.
Knight, W. W.
Murray, T.
Speirs, T. E.
Warren, J. M.
White, R. O.
Witheril, E. R.

Geometry:

Brown, G. A.
Campbell, J. D.
Colling, G. F.
Lougheed, W. J.
Massey, A. W.
Myer, A. N.
McPhail, A. C.
Rose, R. C.
Rudlen, G. W.
Sinclair, J.
Wethey, E. J.

Latin:

Bennett, J. S.
Berlanquet, H. S.
Bryan, H. W.
Dowsley, W. C.
Dugit, Rosalie.
Kerr, C. S.
Mills, J. H.
Morrow, A. E.
Munro, P. F.
Murdock, W. E.
MacGregor, Annie K.
McKeracher, D.
Riddell, F. P.
Tremeer, J.

Matriculation

Grammar:

Cooper, A. B.

Composition:

Brown, H. W.
Elliott, T. E.
Gray, N. R.
MacDougall, Isabella.
Scott, Carrie L.

Literature:

Barr, Janet.
Collins, H. E.
Girdler, Winifred.
Jamieson, J. S.
Morden, Frances D.
Webster, S. C.
Stevenson, O. J.

Matriculation—Continued

History:

Adams, J.
Bonis, H.
Cudmore, S. A.
Fletcher, Beatrice L.
Gilmour, A.
Gray, G. L.
Hally, Isobel.
Hooper, A. C.
Norris, A. D.
Pattee, Mrs. Ada.
Pettit, L. J.
Messmore, J. F.

French and German:

Allen, Mabel E.
Ball, E. E.
Bunnell, Effie M.
Chandler, Pearl.
Clark, F. H.
Clark, L. J.
Clifford, Margaret.
Conlin, Evelyn.
Cook, Margaret.
Duncan, Ethel A.
Flynn, H.
Gibson, Ethel.
Henry, Lizzie C.
Hogarth, E. S.
Libby, Minnie F.
McKellar, H. S.
Patterson, Harriet.
Steele, Flora E.
Tapscott, H. B.
Whitely, L. R.

Classics:

Andrews, R. T.
Barnes, C. L.
Chase, R. M.
Colling, J.
Graves, Bessie.
Jenkins, R. S.
May, Annie.
Mayberry, C. A.
McCuaig, H. M.
McCutcheon, Elsie.
Ovens, Winifred.
Passmore, S.
Salter, J. W.

Physics:

Hamilton, W. J.
Marshall, C.
Keast, W.

Chemistry:

Corkill, E. J.
Cornish, H. A.
Gundry, A. P.
Sine, F.

Arithmetic:

Maclean, G. V.

Algebra:

Garvin, J. L.
Iler, Helen A.
Munro, Margaret K.
McGee, C.
Truscott, S. A.

Geometry:

Campbell, A.
Davison, J.
Delmage, Evelyn E.
Flach, U. J.
MacKay, J. M.
Windsor, Annie.
Workman, J. G.

Entrance into Faculties of Education

English:

Burt, A. W.
Jeffries, J.
Jones, Laura.
Lawlor, Gertrude.
Morgan, J.
Redditt, T. H.
Sykes, W. J.

History:

Cleary, Norah.
Houston, Jessie.
Jones, G. M.
Malcolm, G.
Norman, L.

French and German:

Bale, G. S.
Francis, Annie E.
Husband, A. J.
Weir, Annie.

Classics:

Hardie, W.
Lillie, J. T.
Little, R. A.
Luton, J. T.
Miller, E. O.
Twohey, W. J.

Science:

Ashall, Frances.
Calvert, J. F.
Cosens, A.
Hagan, J. W.
Hamilton, R. S.
Ivey, T. J.
Johnson, F. J.
Smeaton, W.
Thompson, P. M.

Mathematics:

Forbes, J. W.
Kirkconnell, T. A.
Norris, I. T.
Overholt, A. M.
Packham, J. H.
Rand, W. E.
Robertson, A. M.
Rutherford, W. W.

This building is 156 feet by 160 feet, contains 18 ordinary Class Rooms, Assembly Room with a seating capacity of 700, rooms for Manual Training, Domestic Science, large Library, Principal's Office, Teachers' Rooms; also Gymnasium, Play Rooms and Lavatories in the Basement; heated throughout by steam with gravity ventilation. The exterior of Basement is Berea bluestone, with buff pressed brick and terra-cotta trimming. Cost of building, $150,000.

III. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1912

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
*Barrie	Redditt, Thomas H.	B.A., Tor.	Eng., Fr. and Ger.	1893	30	....	1,700	.....	.....
	Hay, Andrew	.....	Math.	1882	33	8	.....	1,300	.....
	Morrison, Alexander Selkirk	B.A., Queen's	Eng. and Hist.	1905	9	4	.....	1,300	.....
	Tate, Mabel E.	B.A., Tor.	Classics	1908	6	....	.....	.....	1,250
	Longman, Edwin	.....	Math.	1909	25	7	.....	1,100	.....
	Preston, Thomas	B.A., Tor.	Science	1910	16	2	.....	1,350	.....
Berlin	Williams, Walter Herbert	M.A., Queen's	Mods. and Hist.	1905	7½	2	1,750	.....	.....
	Norman, Lambert	B.A., Tor.	Com. Eng. & Hist., Fr. & Ger.	1904	17	3	.....	1,500	.....
	Martyn, Harold George	B.A., Tor.	Mods. and Hist.	1904	9½	3	.....	1,500	.....
	Pugsley, Edmund	B.A., Vic.	Science	1909	21	....	.....	1,400	.....
	Kerr, Charles S.	B.A., Tor.	Classics, Eng. and Hist.	1911	24	....	.....	1,400	.....
	Forsyth, David	B.A., Tor.	Math.	1901	34½	1	.....	1,750	.....
	Allison, Henrietta E. (Interim)	M.A., Tor.	.....	1911	1	....	.....	.....	800
	Brown, Harry Wilson	.....	.....	1905	6¼	17	.....	1,200	.....
	Houston, Daniel Wesley	.....	(Manual Training Instr.)	1903	8½	18	.....	1,550	.....
	Ferguson, Edna M.	.....	(Household Science Instr.)	1910	7	....	.....	.....	950
	Hodgins, Nellie Kathleen	.....	(Teacher of Typewriting)	1909	2½	....	.....	.....	600
	Osborn, Sergeant-Major	.....	(Physical Director)	1909	2½	2	.....	.....	.....
	Betzner, Era	.....	do do	1909	2½	1	.....	.....	.....
Brantford	Burt, Arthur William	B.A., Tor.	Mods. and Eng.	1893	33	....	2,100	.....	.....
	Passmore, Samuel Francis	M.A., Tor.	Classics	1885	32	....	.....	1,500	.....
	Coates, Daniel Harsum	B.A., Tor.	Math.	1893	24	....	.....	1,500	.....
	Bunnell, Effie Maria	B.A., Tor.	Eng., Fr. and Ger.	1891	20	....	.....	.....	1,500
	White, Herbert T. (Interim)	M.A., B.Sc., Queen's	Science	1911	½	½	.....	1,400	.....
	Stewart, David H. (Interim)	B.A., Tor.	.....	1910	1½	1½	.....	1,200	.....
	Jamieson, William G. (Interim)	.....	.....	1910	1½	3½	.....	1,200	.....

	Robson, Bertha W. ....(Interim)	M.A., Queen's	Eng. and Hist.	1912	.....	....	.....	.....	900
	Dunlop, Charles G. ....(Interim)	.. ..	....	1911	2	1	.....	1,000	.....
	McCollum, Laura	.. ..	Art (Interim)	1912	4	1½	.....	.....	1,100
	Shultis, Adam	.....	Commercial	1896	15	11	.....	1,500	.....
	McRae, Maud	B.A., Tor.....	.....	1909	3	....	.....	.....	800
	Jenkins, Thomas H.....	B.Sc., Bangor	(Manual Training Instr.)....	1910	6	15	.....	1,300	.....
	Hartley, Edna	.....	(Household Science Instr.)..	1910	2	1	.....	.....	600
	Oxtoby, Sergt.-Major William	.. ..	(Drill and Calisthenics)	.....	.....	....	.....	.....	.....
Brockville.....	Husband, Almeron Judson.....	B.A., Tor.....	Eng. and Hist., Fr. and Ger.	1895	16	3	1,800	.....	.....
	Forbes, John William	B.A., Tor.....	Math.....	1901	15	3	.....	1,400	.....
	Dowsley, William Clinton	M.A., Queen's.....	Classics, Eng. and Hist.	1907	12	4	.....	1,400	.....
	McGuire, James F.....	M.A., Queen's.....	Science	1907	8	9	.....	1,400	.....
	Somerville, Thos. C.	B.A., Tor.....	Mods. and Hist.	1909	17½	1	.....	1,400	.....
	Giles, A. Edith	.....	.....	1890	22	3	.....	.....	1,000
	Richardson, Kate	.....	Commercial	1898	16	6	.....	.....	1,050
	McCormack, Mary Irene	B.A., Queen's	.....	1907	4	2	.....	.....	950
	Beattie, Lewis S. .....(Interim)	.....	.....	1910	3	....	.....	1,050	.....
Chatham.....	Twohey, William James	M.A., Tor.....	Classics.....	1904	27	....	1,900	.....	.....
	Paterson, David Smith	B.A., Tor.....	Eng., Fr. and Ger.	1888	35	1½	.....	1,500	.....
	Taylor, Wilson	B.A., Tor.....	Math.....	1894	26	2½	.....	1,500	.....
	Edward, Frankland Ward	.....	Commercial	1907	6½	....	.....	1,500	.....
	Sexsmith, William Newton	B.A., Tor.....	Eng. and Hist. (Interim) ..	1907	7½	3	.....	1,500	.....
	Steele, Flora Elizabeth	B.A., Tor.....	Mods. and Hist.	1907	6	....	.....	.....	1,500
	Agla, Mildred Alice	.....	.....	1909	4	1	.....	.....	1,000
	Cameron, Jas. McDonnell (Interim)	.....	.....	1909	2½	1½	.....	1,050	.....
	Gregory, Stella Lavina	.....	.....	1911	5	2	.....	.....	1,000
	Willoughby, H. A. G. (Temporary)	M.A., Tor.	.....	1912	.....	....	.....	1,500	.....
Clinton.....	Treleaven, John Wesley	B.A., Tor.....	Classics.....	1907	20	....	1,600	.....	.....
	Delmage, Edith Rachel	B.A., McMaster.....	Math.	1906	7	4	.....	.....	1,200
	MacDougall, Isabella J.	B.A., Tor.....	Eng. and Hist., Fr. and Ger. .	1910	5½	3	.....	.....	1,100
	Firth, Thomas .....(Interim)	M.A., Tor.	Science	1911	1½	2½	.....	1,400	.....
	Fraser, Lilian B. .....(Interim)	....	Commercial	1912	.....	....	.....	.....	1,000
Cobourg.....	Arthur, Colin Clayton	M.A., Queen's.....	Science	1893	20	1	1,700	.....	.....
	Odell, John William	B.A., Tor.....	Math.....	1895	19½	3	.....	1,400	.....
	Jones, Laura Lucinda	B.A., Tor.....	Eng., Fr. and Ger.	1898	18½	....	.....	.....	1,200
	Bannister, John A.	B.A., Queen's	Classics (Interim)	1911	2	13	.....	1,300	.....
	Follick, Thomas H.	M.A., Vic.	Science	1911	21½	2	.....	1,400	.....
	Hickey, Phillippa A. V.	.....	.....	1909	3	6	.....	.....	700
	Johnston, Agnes M. ....(Interim)	.....	Commercial	1911	8	3	.....	.....	1,050
	Ellison, Abel	.....	(Physical Director)	1912	.....	....	.....	.....	.....

*Commercial Specialist to be appointed.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1912.—Continued

Collegiate Institutes	Names and Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Collingwood...	Brown, Percy William	B.A., Queen's	Science	1906	17	4	1,650	.....	.....
	Upshall, Benjamin A. (Interim)	B.A., Tor.	Classics	1911	2½	....	.....	1,500	.....
	Fennell, Thos. Harold (Interim)	..	.....	1910	2	....	.....	1,100	.....
	Delmage, Emelyn E.	B.A., McMaster	Math.	1908	8	....	.....	.....	1,250
	Gibson, Ethel	B.A., Tor.	Mods. and Hist.	1910	6½	....	.....	.....	1,200
	Smith, Margaret	.....	Commercial	1907	17	3	.....	.....	1,100
	Collier, J. David	.. ..	(Manual Training Instr.)	1910	.....	....	.....	1,200	.....
	Laughland, J.	B.S.A., Tor.	(Agriculture Instructor)	1911	.....	....	.....	1,200	.....
Fort William .	Hamilton, William John	B.A., Queen's	Science	1907	11	15	2,000	.....	.....
	Cornell, Maurice Leo	M.A., Queen's	Math.	1910	4	....	.....	1,600	.....
	Parlee, Edith	.....	Commercial	1908	17½	10	.....	.....	1,500
	Grant, Christina Cameron	B.A., Tor.	Mods. and Hist.	1908	9½	9	.....	.....	1,500
	Madill, Alonzo James	B.A., McMaster	Science	1911	9	3½	.....	1,500	.....
	Coles, Wm. Gordon (Interim)	.....	.. ..	1911	1½	....	.....	1,000	.....
	Grant, James (Temp.)	M.A., Aberdeen	.. ..	1911	.....	....	.....	1,500	.....
	Collins, George W.	B.S.A., Tor.	(Agriculture Instructor)	1911	.....	....	.....	1,500	.....
Galt.....	Carscadden, Thomas	M.A., Tor.	Eng. and Hist.	1885	38	3	1,900	.....	.....
	Evans, William Edwin	.....	Commercial	1892	22	4	.....	1,600	.....
	Hamilton, Robert Somervaille	M.A., Tor.	Science	1894	22	....	.....	1,600	.....
	Carter, Janet Wishart	M.A., Tor.	Eng. & Hist. (Int.), Fr. & Ger.	1901	19	....	.....	.....	1,450
	Morrow, Archibald Elston	B.A., Tor.	Classics	1905	22	....	.....	1,600	.....
	Cameron, John Shaw	.....	Math.	1909	16	1	.....	1,600	.....
	Fleming, Louis Charles	.....	.....	1910	3	12	.....	1,300	.....
	Kersey, Robert Reid	M.A., Tor.	.....	1910	2	3	.....	1,200	.....
	Smith, Arthur Frederick (Interim)	B.A., McMaster	.....	1910	1½	....	.....	1,200	.....
	Ward, Ada Louise	M.A., Tor.	Mods. and Hist.	1911	3½	3	.....	.....	1,000

	Yeo, Charles Timothy		(Manual Training Instr.)	1907	4	....	.....	1,200	.....
	Twiss, Fannie Adelia		(Household Science Instr.)	1907	4	....	.....	.....	1,000
	Hart, Frank Cyril	B.S.A., Tor.	(Agriculture Instructor)	1907	4	3	.....	1,500	.....
Goderich	Hume, John Patterson	B.A., Queen's	Science	1911	20	....	1,800	.....	.....
	Strang, Hugh Innis	B.A., LL.D., Tor.	Classics	1871	44	3	.....	1,250	.....
	Robertson, Alex. Morton	M.A., Queen's	Math., Fr. and Ger.	1908	16½	3	.....	1,300	.....
	Clifford, Margaret K.	M.A., B.Paed., Queen's	Mods. & Hist. (Int.), Eng. & Hist.	1912	4¼	5	.....	.....	1,200
	Hodge, Gertrude Agnes	B.A., Tor.		1909	3	1	.....	.....	750
	Clark, Donald McKenzie (Interim)		Commercial	1911	½	½	.....	1,000	.....
Guelph	Davison, James	B.A., Vic.	Math.	1892	37	2	1,800	.....	.....
	Skinner, Kate Clara	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1895	17	1	.....	.....	1,200
	Charlesworth, John William	B.A., Queen's		1888	24	3	.....	1,350	.....
	Luton, James T.	M.A., Tor.	Classics	1909	13	5	.....	1,600	.....
	McNeice, James	B.A., Tor.	Science	1910	16	3	.....	1,600	.....
	Taylor, Daisy E.			1908	3½	6	.....	.....	850
	Smith, Margaret Hübner			1909	17	....	.....	.....	800
	Blyth, Sara		Commercial	1910	6½	7	.....	.....	1,200
	Archibald, Robert Harvey (Inter.)			1911	1½	....	.....	1,100	.....
	Hartford, Jas. Jos. Francis (Inter.)			1911	1½	3	.....	1,100	.....
Hamilton	Thompson, Robert Allan	B.A., Tor., LL.D., McM.	Math.	1885	26	....	2,900	.....	.....
	Turner, John Burgess	B.A., Queen's	Math., Science	1885	30	3	.....	2,200	.....
	Logan, William McGregor	M.A., Tor.	Classics	1892	26	....	.....	2,000	.....
	Hogarth, Eber Septimus	B.A., Tor.	Eng., Fr. and Ger.	1892	23	....	.....	2,000	.....
	McGarvin, Michael James	B.A., Tor.	Mods. and Hist.	1906	5½	1¾	.....	1,900	.....
	Simpson, Benjamin L.	M.A., Queen's	Math.	1905	6½	3	.....	1,700	.....
	Morris, Arthur Whitman	M.A., Tor.	Classics	1906	7	5	.....	1,700	.....
	Johnston, George Lang	B.A., Queen's	Art (Interim), Commercial	1888	24	3	.....	1,700	.....
	Armstrong, Geo. Francis	B.A., Tor.	Math.	1907	9½	1½	.....	1,700	.....
	Morrison, Edward	B.A., Tor.	Science	1907	5½	6	.....	1,600	.....
	Marshall, Charles Frederick	B.A., Tor.	Science	1909	4½	....	.....	1,500	.....
	Freeman, John Alexander	B.A., Tor.	Classics	1909	23	....	.....	1,500	.....
	Smith, Katrina Victoria R.	M.A., Tor.	Mods. and Hist.	1908	3½	....	.....	.....	1,400
	McGee, Cyril Houghton	B.A., Trin.	Math.	1909	15	....	.....	1,500	.....
	Moffatt, William John	B.A., Queen's		1909	2¾	12	.....	1,500	.....
	Collins, Herbert Eugene	B.A., Tor.	Mods. and Hist.	1911	5½	....	.....	1,500	.....
	Robinson, John Beverley (Interim)	B.A., Q'n's. B.Paed, Tor	Eng. and Hist.	1910	2	22	.....	1,500	.....
	Edwards, John James... (Interim)	B.A., Queen's		1911	1½	6	.....	1,300	.....
	Sheppard, Alton M.	B.A., Tor.	Math.	1911	3	2½	.....	1,300	.....
	Elmslie, Kate			1908	3½	6	.....	.....	700
	Edwards, Mabel Cordelia			1908	5½	....	.....	.....	700
	Hill, Mary Alpena			1909	10	4	.....	.....	700

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1912.—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Hamilton.—*Con.*	Taylor, Mabel Annie	B.A., Queen's	Mods. and Hist. (Interim)	1904	8	4½	.....	.....	1,000
	Davidson, Margaret Cheyne	.....	.....	1876	36	14	.....	.....	500
	Syme, John James	.....	(Drill Instructor)	1905	.....	.....	.....	.....	.....
Ingersoll	Briden, William	B.A., Queen's	Classics and Eng.	1886	31	½	1,600	.....	.....
	Barker, George A.	.....	Commercial (Interim)	1911	4	11	.....	1,300	.....
	Bielby, George Henry	B.A., Tor.	Science (Interim)	1911	4½	7	.....	1,400	.....
	Francis, Annie Buchan	B.A., Tor.	Mods. and Hist.	1908	9	1	.....	.....	1,300
	Hills, Minnie	B.A., Tor.	Math.	1910	10	.....	.....	.....	1,300
	Tanton, Francis	.....	(Manual Training Instr.)	1908	3⅓	11	.....	1,300	.....
	Eddy, Irene	.....	(Household Science Instr.)	1911	.....	.....	.....	.....	400
Kingston	Sliter, Ernest Oscar	M.A., Tor.	Classics	1888	24	.....	1,900	.....	.....
	Sills, William Ryerson	M.A., Queen's	Math.	1897	20	3	.....	1,600	.....
	Bale, George Sidney	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1906	11	.....	.....	1,500	.....
	Anderson, William George	B.A., Tor.	Eng. and Hist., Classics	1909	10½	3½	.....	1,500	.....
	Fraser, James William	B.A., Tor.	.....	1904	8½	10	.....	1,300	.....
	Anderson, Frank Cecil	B.A., Queen's	Science, Com.	1909	9	5	.....	1,400	.....
	Dolan, George Robert	B.A., Queen's	Classics, Eng. and Hist.	1910	10½	.....	.....	1,500	.....
	Saunders, William John	M.A., Queen's	Science	1908	11½	3	.....	1,500	.....
	Hedley, William Powell	B.A., Tor.	Math.	1908	7½	8	.....	1,300	.....
	Chase, Reginald M.	B.A., Tor.	Classics.	1910	6	.....	.....	1,200	.....
	Henstridge, Elizabeth	M.A., Queen's	Eng. and Hist., Fr. and Ger.	1907	10½	7	.....	.....	1,100
	Chown, Hattie L.	.....	.....	1905	7	20	.....	.....	900
	Henry, Stanley Hunter..(Interim)	M.A., Queen's	Math.	1910	1⅓	.....	.....	1,300	.....
	Hatch, Augustus T.	B.A., Bowdoin	(Manual Training Instructor)	1903	9	.....	.....	1,400	.....
	Palmer, George A.	.....	(Drill Instructor)	1910	.....	.....	.....	.....	.....

Lindsay	**Kirkconnell, Thomas A.**	**B.A., Queen's**	**Math.**	1908	26	3	1,850		
	Jennings, Edwin Wm.	B.A., Tor.	Eng. and Hist.	1909	9	4		1,500	
	Miller, Everton A.	M.A., McMaster	Classics	1910	4	3		1,500	
	MacKay, Donald Alex.	B.A., Queen's	Science	1910	11	5		1,450	
	Lucas, Gavin A.	B.A., Toronto	Commercial	1910	9	6		1,450	
	Manning, Gordon (Interim)	B.A., Toronto	Eng. and Hist.	1910	1½	2		1,300	
	Whyte, Marion I. (Interim)	B.A., Tor.	Mods. and Hist.	1910	1	3			1,000
	Moir, Catherine Elizabeth			1908	17½	4			950
	Wheelton, Leonard			1911	3½	2		1,200	
	MacKenzie, D. A.	B.S.A., Tor.	(Agriculture Instructor)	1909	2			1,200	
London	McCutcheon, Fred. Wm. Caswell	B.A., Tor.	Fr.& Ger.(Int.),Math.,Eng.&H	1900	14½		2,400		
	Little, Robert A.	B.A., Tor.	Classics	1886	27½			2,050	
	McVicar, Archibald	B.A., Tor.	Eng. and Hist.	1903	14½	4½		1,800	
	Stuart, Frederick Alfred	M.A., Tor.	Science	1903	17			1,800	
	Overholt, Arthur Milton	M.A., McMaster	Math.	1908	12	½		1,800	
	MacDonald, Geo. Leslie	B.A., Tor.	Eng., Fr. and Ger.	1908	19	7		1,800	
	McKellar, Herbert S.	B.A., Tor.	Fr. and Ger.	1909	16½			1,800	
	Dickenson, James Arthur		Commercial	1895	25	4		1,800	
	Andrus, Guy Ambrose			1888	27	7⅓		1,700	
	Riddell, Frank P.	B.A., Tor.	Classics	1898	22			1,700	
	Mooney, Wm. H. Thos.	B.A., Tor.	Classics (Interim)	1903	9½	6		1,750	
	Gray, Neil Roy	B.A., Tor.	Mods. and Hist.	1904	8½	3		1,750	
	Cameron, John H.			1911	4½	13		1,600	
	Kelly, Henry H.	B.A., Tor.	Math.	1908	12	6		1,700	
	Buchanan, John Alexander	B.A., Queen's	Commercial	1907	10½	3		1,700	
	Walker, Arthur John	B.A., Queen's		1908	8	8		1,700	
	MacRoberts, Joseph H. W. (Inter.)			1911	3	16		1,600	
	Perry, Samuel Walter	B.A., Vic.	Classics	1909	30			1,700	
	Calvert, Joseph Fletcher	M.A., McMaster	Science	1909	7	1½		1,700	
	Jones, Samuel S.			1892	21	6		1,700	
	Downing, John Henry			1900	12	8		1,700	
	Anderson, Jessie Inglis	B.A., Tor.	Mods. and Hist.	1906	6½				1,200
	Kelso, Alice C.			1897	16½	2½			1,200
	Davidson, S. Kelso		(Art Instructor)	1887	31			900	
	Macpherson, Mary C.	B.A., Queen's	(Household Science Instr.)	1908	9				950
	Gregory, William		(Drill Instructor)	1902					
	Slatter, Albert		(Drill Instructor)	1911					
Morrisburg	Jamieson, James Smyth	M.A., Vic.	Eng.	1882	36	4	1,550		
	Boyd, Annie Alicia	M.A., Queen's	Commercial, Science	1907	7½	8			1,400
	Henry, Thos. McKee	B.A., Tor.	Math.	1908	28	4		1,400	
	Mackintosh, Helen C. (Interim)	M.A., Queen's	Fr. and Ger.	1911	1½				850
	Pringle, Gertrude	B.A., Tor.	Classics	1912	6½	½			1,300
	Campbell, Arch. Duncan	B.S.A., Tor.	(Agriculture Instructor)	1909	2	7		1,200	
	Broder, Fred S.		(Physical Drill Instructor)						

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1912.—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Napanee	Flach, Ulysses Jacob.....	M.A., Tor.	Math.	1900	23	....	1,700	.....	.....
	Benson, John E. .....(Interim)	M.A., Queen's	Science	1911	1½	10	.....	1,400	.....
	Jenkins, Robert Smith	M.A., Tor.	Eng.& Hist.(Int.),Class., Fr.& Gr.	1911	7½	....	.....	1,400	.....
	Dickey, Mary Ada	B.A., Tor.	Mods. Hist.	1911	9	....	.....	.....	1,300
	Moir, Isabella	.....	Commercial.....	1909	4½	8	.....	.....	1,100
	Grange, Grace Isabel ...(Interim)	B.A., Tor.	.....	1911	½	....	.....	.....	900
	Boyle, H., (Lieutenant)	.....	(Drill Instructor)	1911	.....	....	.....	.....	.....
Niagara Falls .	Dickson, James D.	B.A., Tor.	Math.	1893	24	3	1,800	.....	.....
	Walker, David McKenzie.....	.....	Commercial	1893	22	16	.....	1,500	.....
	Will, George Edwin	B.A., Tor.	Classics	1901	12	3	.....	1,500	.....
	Logan, Jessie M.	B.A., Tor.	Mods. and Hist.	1907	4½	....	.....	.....	1,200
	Ward, Clara A.	B.A., Tor.	Mods. and Hist.	1910	8½	....	.....	.....	1,250
	Kent, Eleanor	.....	Commercial	1909	13	2½	.....	.....	1,200
	Tuck, John R.	M.A., Queen's	Science	1911	3½	5½	.....	1,500	.....
	Hoover, James N. .....(Interim)	. .....	.....	1911	½	¼	.....	1,200	.....
Orillia	Lillie, John T.	B.A., Vic	Classics	1910	24½	....	1,650	.....	.....
	Doidge, Thomas Clarke	B.A., Tor.	Math., Commercial	1899	18	8	.....	1,450	.....
	Sanders, Charlotte	B.A., McMaster	Commercial (Int.), Science .	1910	7	1	.....	.....	1,350
	Duncan, Ethel Anne.....	B.A., Tor.	Mods. and Hist.	1908	4½	½	.....	.....	1,100
	McGuirl, Thomas Henry.....	B.A., Queen's	Art, Commercial	1908	11	5	.....	1,100	.....
	Clark, Ira Ethelbert.....	.....	.....	1906	5½	7	.....	950	.....
	Cunningham, Carrie	M.A., Tor.	Eng. and Hist.	1911	2	1½	.....	.....	1,000
	Booth, Ethel .....(Interim)	B.A., Tor.	Mods. and Hist.	1911	1	....	.....	.....	900
Ottawa	McDougall, Alexander Hiram.....	B.A., Tor.	Math.	1889	28	....	3,000	.....	.....
	Macmillan, John	B.A., LL.D., Tor. ...	Eng.	1864	47	5	.....	2,200	.....
	Sykes, William John	B.A., Tor.	Eng., Fr. and Ger.	1894	20	3	.....	2,200	.....

	Campbell, Daniel Alexander	B.A., Tor.	Science	1896	15	3	.....	2,200	.....
	Marty, Aletta Elise	M.A., Queen's	Fr. and Ger.	1903	17	3	.....	.....	2,000
	Norris, Isaac Taylor	B.A., Queen's	Math.	1898	16	....	.....	2,000	.....
	Hardie, William	B.A., Tor.	Classics	1905	20	....	.....	2,000	.....
	Stothers, Robert	B.A., Queen's	.....	1887	25	8	.....	2,000	.....
	Hood, Finlay	.....	Commercial, Art	1906	7	7	.....	1,600	.....
	Simpson, Robert S.	.....	Commercial	1903	13	9	.....	1,700	.....
	Smeaton, William	B.A., Tor.	Science	1906	11½	1½	.....	1,700	.....
	Nichol, William Wallace	B.A., Tor.	Math.	1909	14	1½	.....	1,800	.....
	Stevenson, Wm. John	.....	.....	1906	21	8	.....	1,600	.....
	Tomkins, Elizabeth Augusta	.....	.....	1902	9½	19	.....	.....	1,300
	McManus, Emily	M.A., Queen's	Eng. and Hist.	1906	16	3½	.....	.....	1,300
	Keogh, Lucius Richard	.....	.....	1907	5½	8½	.....	1,400	.....
	Mann, Harry Clarke	B.A., McMaster	.....	1907	4½	6	.....	1,400	.....
	Graham, William Andrew	B.A., Tor.	.....	1908	13½	3	.....	1,600	.....
	McMillan, George O.	M.A., Queen's	Science	1909	6	½	.....	1,600	.....
	Kaiser, Jesse Bermath	.....	.....	1909	18	4	.....	1,400	.....
	Muir, Jessie	B.A., Queen's	Fr. and Ger. (Interim)	1909	2⅓	8	.....	.....	1,200
	McNab, John Charles	.....	Commercial	1910	5½	....	.....	1,500	.....
	Phillips, Fred. Shepherd	.....	.....	1909	2½	....	.....	1,200	.....
	Mabee, George Elliott	B.A., Tor.	Classics (Interim), Fr. & Ger	1910	18½	....	.....	1,500	.....
	Lane, James Stanley	B.A., Tor.	Fr. and Ger.	1911	15	....	.....	1,400	.....
	Stewart, George B.	B.A., Queen's	Math.	1911	2⅓	2	.....	1,300	.....
	Hutchinson, James Malcolm (Interim).	B.A., Tor.	Science	1911	1½	....	.....	1,500	.....
Owen Sound..	Murray, Thomas	B.A., Tor.	Math.	1897	18	....	2,100	.....	.....
	Packham, James Henry	B.A., Vic.	Math., Commercial	1884	28½	2	.....	1,600	.....
	Brown, Lyman	M.A., Tor.	Classics	1903	14½	1½	.....	1,600	.....
	Elmslie, Wallace	B.A., Tor.	Mods. and Hist.	1909	10½	....	.....	1,600	.....
	Robertson, George A.	B.A., Tor.	Science	1909	7½	5	.....	1,600	.....
	Whitely, Lester R.	B.A., Tor.	Mods. and Hist.	1910	9⅓	....	.....	1,500	.....
	Dowkes, William J.	.....	.....	1903	8	12	.....	1,200	.....
	Asselstine, Oliver	M.A., Queen's	Math.	1907	4½	....	.....	1,300	.....
	Edwards, Grace	M.A., Tor.	Mods. and Hist. (Interim) ..	1909	3½	....	.....	.....	1,050
	Shaver, Charles A.... .....(Interim)	B.A., Queen's	.. ..	1909	3½	4¼	.....	1,100	.....
	Lailey, Marion B. .....(Interim)	B.A., Tor.	.....	1912	.....	....	.....	.....	850
	Pritchard, Frances Palmer	.....	(Household Science Instr.) .	1907	5	....	.....	.....	750
	Flummerfelt, William ....(Temp.)	.....	(Manual Training Instr.) ...	1911	.....	....	.....	1,200	.....
Perth	Marlin, Lewis A.	M.A., Queen's	Science (Interim)	1910	4	7	1,400	.....	.....
	O'Brien, William James (Interim)	.....	Commercial	1910	1½	5½	.....	1,300	.....
	Cowan, Margaret T.	B.A., Tor.	Classics	1910	5⅓	....	.....	.....	1,200
	MacKenzie, D. Hardy, .(Interim)	B.A., Tor.	Math.	1911	1	....	.....	1,300	.....
	McRae, Donella Maud	B.A., Queen's	Mods. and Hist.	1911	7⅓	....	.....	.....	1,100
	Walker, Helen C., ...(Interim)	B.A., Queen's	.....	1911	½	....	.....	.....	750

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1912.—Continued

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							Principal	Male Assistants	Female Assistants
							$	$	$
Peterborough .	Kenner, Henry Rowe H.	B.A., Tor.	Classics	1893	23	½	2,100	.....	.....
	Fessenden, Cortez	M.A., Trin.	Math.	1890	36	3	.....	1,700	.....
	Weir, Annie	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1904	15	6	.....	.....	1,575
	Hutchinson, Andrew W. (Interim)	M.A., McMaster.	Science	1912	1½	....	.....	1,400	.....
	Stubbs, Samuel James	B.A., Tor.	Eng. and Hist., Classics	1907	15	3	.....	1,575	.....
	Harvey, John Franklyn	B.A., Queen's	.....	1907	4½	9	.....	1,300	.....
	Pettit, Louis John	B.A., Queen's	Eng. and Hist.	1908	6½	3	.....	1,575	.....
	Alford, Ethel	M.A., Queen's	Fr. and Ger. (Interim)	1909	3½	5	.....	.....	1,300
	Fergusson, George A.	B.A., Tor.	Classics	1910	8½	2	.....	1,525	.....
	Firth, Joseph Wilson	B.A., Tor.	Science	1910	4	2	.....	1,475	.....
	Colling, George F.	B.A., Tor.	Math.	1911	13	....	.....	1,475	.....
	Jamieson, Clinton Egerton	.....	Commercial	1911	7½	1	.....	1,400	.....
Picton	Minns, James Edward	B.A., Vic.	Math., Science	1911	20	3	1,700	.....	.....
	Dobson, Robert	B.A., Vic.	Math.	1880	47	3	.....	1,200	.....
	Bigg, Edmund Murney	M.A., Tor.	Science	1906	38	....	.....	1,300	.....
	Kerfoot, Horace Watson	B.A., Queen's	Classics (Interim)	1911	7	11	.....	1,500	.....
	Mallory, Bertha	.....	Commercial	1909	4½	10	.....	.....	1,000
	Clark, Elizabeth Anna (Interim)	M.A., Tor.	Mods. and Hist., Eng. & Hist.	1910	1½	....	.....	.....	1,000
	MacVannell, Alexander P.	B.S.A., Tor.	(Agriculture Instructor)	1909	2½	....	.....	1,400	.....
Port Arthur..	Howell, William B. L.	B.A., Tor.	Classics	1904	14	....	2,100	.....	.....
	Cranston, David Loudon	B.A., Tor.	Math.	1907	8	....	.....	1,800	.....
	Cloney, S. Louise	M.A., Queen's	Eng. and Hist., Fr. and Ger.	1910	15	4	.....	.....	1,300
	Rosevear, Howard Stanley	B.A., Tor., M.A., Harv.	Science, Commercial	1910	16	....	.....	1,700	.....
	Milne, Thomas Fred.	.....	Commercial	1909	6	5½	.....	1,800	.....
	Aitchison, Belle	.....	.....	1903	17	3	.....	.....	1,200
	Whiddon, John W.	.....	(Manual Training Instr.)	1910	1	7	.....	1,575	.....
	Gowsell, Hattie M.	.....	(Household Science Instr.)	1911	½	6	.....	.....	800

Renfrew	Bryan, Hugh Wallace	M.A., Queen's	Classics	1907	14½	....	1,700	.....	.....
	Baird, Alex. William	M.A., Queen's	Eng. and Hist., Fr. and Ger.	1908	3½	....	.....	1,300	.....
	Forrest, William	B.A., M.D., Tor.	Science	1910	21	6	.....	1,300	.....
	Taylor, John G.	B.A., Tor.	Math.	1911	12	5	.....	1,300	.....
	Corkery, Florence .....(Interim)	M.A., Queen's	Eng. and Hist.	1910	4	3	.....	.....	1,000
	Morrison, Delle Selena	.....	Commercial	1908	3	2	.....	.....	1,100
	Webster, Leah .....(Interim)	.....	.....	1910	1½	3	.....	.....	700
	Robertson, Dorothy	B.A., Queen's	.....	1912	.....	1½	.....	.....	700
Ridgetown....	Potter, Charles	B.A., Tor.	Math.	1911	27	5	1,500	.....	.....
	Watterworth, Grace M.	.....	Commercial	1907	11½	2	.....	.....	950
	Closs, Frank David	.....	Science	1909	15	2½	.....	1,100	.....
	Breckon, F. Louise .....(Interim)	B.A., Tor.	Classics	1910	1½	....	.....	.....	1,100
	Trenaman, Mabel N.	B.A., Tor.	Mods. and Hist.	1910	9½	....	.....	.....	1,000
St. Catharines	Coombs, Albert Ernest	M.A., B.Pæd., Tor. ..	Classics	1909	19½	....	1,800	.....	.....
	Robertson, William John	B.A., Tor., LL.B., Vic.	Math.	1874	38	....	.....	1,500	.....
	Odlum, Dora Eleanor	B.A., Trin.	Mods. and Hist.....	1907	8½	1	.....	.....	1,300
	Carefoot, George Andrew	B.A., B.Pæd., Q'n's...	Science.	1911	15	6	.....	1,500	.....
	Cline, George A. .....(Interim)	M.A., Tor.	Math. and Phys.	1911	½	....	.....	1,300	.....
	Smith, Clayton Richard (Interim)	.....	Commercial, Art	1911	3½	5	.....	1,200	.....
	Mitchell, Jessie	B.A., Tor.	.....	1909	15	9	.....	.....	1,000
	Lauder, Beatrice .....(Interim)	M.A., Queen's	.....	1912	.....	....	.....	.....	900
St. Mary's ...	Martin, Stephen	B.A., Tor.	Math.	1886	25½	3½	1,600	.....	.....
	O'Donoghue, Mary Helen	B.A., Tor.	Mods. and Hist.	1908	3½	....	.....	.....	1,150
	Haydon, Wm. James ...(Interim)	M.A., McMaster. ...	Science.	1911	½	....	.....	1,300	.....
	Lloyd, Lillie E. V.	M.A., Tor.	Classics.	1911	3½	....	.....	.....	1,150
	Tanner, Alice M. .....(Interim)	.....	Commercial.	1911	2½	1½	.....	.....	900
	Thackeray, Barton Earl	B.A., Tor.	.....	1906	6	2½	.....	1,000	.....
St. Thomas ...	Voaden, Arthur C.....	M.A., Queen's	Eng. and Hist., Com.	1903	17	2	1,900	.....	.....
	Auld, Charles	B.A., Tor.....	Math.	1909	17	....	.....	1,600	.....
	Cook, Margaret	M.A., Tor.	Eng. and Hist., Fr. and Ger. .	1903	16	....	.....	.....	1,600
	Liebner, Ernest O.	B.A., Queen's	Science	1909	18	....	.....	1,600	.....
	Gray, George L.	B.A., Tor.....	Eng. and Hist.	1909	4	....	.....	1,500	.....
	Henderson, James V.	B.A., Tor.....	Classics	1911	9	3	.....	1,400	.....
	Wing, Henry.....	.....	.....	1908	4	9	.....	1,200	.....
	Page, John Percy	.....	Commercial (Interim).....	1908	4½	....	.....	1,500	.....
	McEachern, John G.	B.A., Queen's	.....	1909	3½	4½	.....	1,300	.....
	Thomas, Neil J.	.....	.....	1910	2	7	.....	1,200	.....
	Greer, V. Kenneth .....(Interim)	M.A., Queen's	Math.	1911	3½	1	.....	1,200	.....
	Berney, Laura J.	B.A., Queen's	.....	1911	4	....	.....	.....	1,000
	Oates, T. William .....(Interim)	.....	.....	1911	½	2	.....	1,000	.....

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1912.—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Sarnia	Crassweller, Christopher L.	B.A., Tor.	Math.	1902	27	2½	1,650	.....	.....
	Grant, David M.	B.A., Tor.	Classics	1885	28	....	.....	1,550	.....
	Dent, William Arthur	.....	Science	1904	14	2	.....	1,550	.....
	Bridgman, Clara Mary	.....	Commercial	1902	13	3	.....	.....	1,150
	Oakley, Muriel Gladys	M.A., Tor.	Eng. and Hist.	1910	2½	....	.....	.....	1,150
	Sheppard, Amy M. (Interim)	M.A., Tor.	Mods. and Hist.	1911	½	2	.....	.....	1,000
	Nethercott, J. Pliny (Interim)	.....	.....	1911	½	2	.....	1,100	.....
	Mitchell, Burton (Interim)	.....	.....	1911	½	2	.....	1,000	.....
Seaforth	Rogers, George Franklin	B.A., Vic.	Science	1900	18	....	1,800	.....	.....
	Miller, Norman (Interim)	M.A., Queen's	Math.	1911	½	....	.....	1,200	.....
	Knight, Carrie May	M.A., Tor.	Classics, Eng. and Hist.	1910	2½	....	.....	.....	1,100
	Fleming, Maude E.	M.A., Queen's	Mods and Hist.	1911	5	....	.....	.....	1,000
	Chidley, Agnes F.	.....	Commercial	1907	4	4½	.....	.....	1,000
	Clark, Annie Gertrude (Interim)	.....	.....	1910	2	4	.....	.....	700
Stratford	Mayberry, Charles Alexander	B.A., LL.B., Tor.	Classics	1891	28	2	2,000	.....	.....
	Malcolm, George	B.A., Queen's	Eng. and Hist. (Interim)	1890	27	6	.....	1,450	.....
	Sprung, Whitfield Lyman	B.A., Tor.	Math.	1908	8	5	.....	1,600	.....
	Marty, Sophie E.	M.A., Queen's	Eng. and Hist. Fr. and Ger.	1900	19	3	.....	.....	1,450
	Flock, Frank A.	B.A., Tor.	Science	1910	4½	2½	.....	1,450	.....
	Gilchrist, Dugald A.	B.A., B.Pæd., Tor.	Eng. and Hist.	1910	6½	7	.....	1,500	.....
	Patterson, Harriet	B.A., Queen's	.....	1910	5	....	.....	.....	1,100
	Doherty, Mabel	.....	Commercial	1908	9	2	.....	.....	1,150
	Day, John W.	.....	.....	1909	4	14	.....	1,300	.....
	Creighton, Thomas M. (Interim)	.....	.....	1911	1	....	.....	1,050	.....
	Stephen, William John (Interim)	B.A., Tor.	.....	1911	½	3½	.....	1,400	.....
	Ferguson, T. W.	.....	(Manual Training Instructor)	1911	.....	....	.....	1,200	.....

	Pearson, Ellen	.....	(Household Science Instr.) .	1910	2	2	.....	.....	600
Strathroy	Gundry, Arthur Presland	B.A., Tor.	Science	1910	20½	....	1,700	.....	.....
	Houston, Jessie	B.A., Tor.	Mods. and Hist.	1909	7½	....	.....	.....	1,100
	Johnson, Leah B.	M.A., Tor.	Math.	1910	5	....	.....	.....	1,100
	Smith, Ada (Interim)	M.A., Tor.	Mods. and Hist., Commercial	1910	1½	....	.....	.....	1,000
	Gundry, Helen M.	B.A., Tor.	Classics.	1911	9	½	.....	.....	1,250
Toronto (Harbord St.)	Hagarty, Edward William	M.A., Tor	Classics	1892	28	....	3,000	.....	.....
	Balmer, Eliza May	B.A., Tor.	Eng., Fr. and Ger.	1892	22⅓	1	.....	.....	2,200
	Lawler, Gertrude	M.A., Tor.	Eng., Fr. and Ger., Math. ..	1892	20	....	.....	.....	2,200
	Ivey, Thomas Joyce	M.A., Tor	Science	1909	15½	....	.....	1,800	.....
	Glassey, David Alex.	B.A., Tor.	Classics	1906	17½	....	.....	1,900	.....
	Wightman Robert	B.A., Tor.	Math.	1908	14	....	.....	1,900	.....
	Clark, Luther John	B.A., Queen's	Fr. and Ger. (Interim)	1896	21½	5½	.....	2,000	.....
	Tapscott, Harry Byron	M.A., McM. & Harvd.	Fr. and Ger.	1906	7	6½	.....	1,800	.....
	Jermyn, Percy Thomas	M.A., Tor	Eng and Hist.	1906	11½	2	.....	1,800	.....
	Shaw, Robert	B.A., Tor. & McM	Math.	1907	10	3	.....	1,700	.....
	Brown, Harry W.	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1909	17	....	.....	1,500	.....
	Keast, Walter	B.A., Tor.	Math. (Interim)	1907	5½	5	.....	1,700	.....
	Dunkley, Albert Wesley	M.A., Queen's	Classics	1910	11½	....	.....	1,500	.....
	Fraser, Charles G. (Jr.) (Interim)	M.A., Tor	Science	1910	1½	....	.....	1,300	.....
	Young, Edmund T. (Interim)	.....	.....	1911	5	20	.....	1,500	.....
	Pilkey, Peter J.	B.A., Qn's & McM	.....	1911	10	10	.....	1,500	.....
	Carlyle, John A.	B.A., Tor., M.A., Harv.	Eng. and Hist.	1911	2	2	.....	1,300	.....
	Ayers, M. Huntley	M.A., Queen's	Science	1911	7½	8	.....	1,500	.....
	Hawkins, Maud M.	B.A., Tor.	Mods. and Hist.	1911	11	....	.....	.....	1,500
	Pearson, Harvey A.	.....	(Physical Instructor)	.....	.....	....	.....	.....	.....
Toronto (Parkdale)	Smith, Gilbert Acheson	B.A., Tor.	Science	1889	30	4	3,000	.....	.....
	Birchard, Isaac John	M.A., Tor., Ph.D.	Math.	1893	31	11	.....	2,200	.....
	Spence, Nellie	B.A., Tor.	Classics, Eng.	1889	23	1	.....	.....	2,200
	Hillock, Julia S.	B.A., Tor.	Fr. and Ger.	1900	18	....	.....	.....	2,200
	Cosens, Absalom	M.A., Tor	Science	1904	15	2	.....	2,000	.....
	Mills, Jno. Hudson	B.A., Queen's	Classics	1906	21	1	.....	1,900	.....
	Sinclair, John	B.A., Tor.	Math.	1897	23	8	.....	2,000	.....
	Phillips, Wm. A.	B.A., Tor.	Fr. and Ger., Eng.	1906	23	1½	.....	1,800	.....
	Reid, Thos. Emerson	B.A., Tor.	.....	1905	7	8½	.....	1,700	.....
	Smith, Arthur	B.A., Tor.	Science	1907	10	3	.....	1,700	.....
	Barnes, Chas. L.	B.A., Tor.	Classics (Interim)	1907	9	5	.....	1,700	.....
	Sealey, Ethel May	B.A., Tor.	Mods. and Hist.	1907	10	1	.....	.....	1,700
	Hutchinson, John I.	M.A., Tor	Eng. and Hist.	1909	3	....	.....	1,400	.....
	Darroch, William F. (Interim)	.....	.....	1910	2	16	.....	1,500	.....
	Patterson, Arnott M.	M.A., Queen's	Science (Interim)	1911	3½	½	.....	1,500	.....

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1912.—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Toronto (Jarvis St.)	Embree, Luther E.	M.A.,Tor.,LL.D.,McM	Classics, Eng., Fr. and Ger.	1906	39	5	3,600	.....	.....
	Jeffries, John	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1907	24	1	.....	1,900	.....
	Shaw, George Edmund	B.A., Tor.	Eng., Fr. and Ger.	1876	36	....	.....	2,200	.....
	Lougheed, Wm. James	M.A., Tor.	Math.	1907	8½	3½	.....	1,700	.....
	Munro, Peter Fraser	M.A., Qu., B.Pæd., Tor	Classics	1907	11	½	.....	1,700	.....
	Jennings, Wm. Arthur	B.A., Tor.	Science	1907	5½	....	.....	1,600	.....
	Hardy, Edwin A.	B.A., Tor.	Eng., Fr. and Ger.	1910	21	....	.....	1,500	.....
	Thomas, Janie	M.A., Tor.	Eng. and Hist.	1882	29½	1	.....	.....	2,000
	Keillor, James	B.A., Queen's	Eng. and Hist.	1905	20	3	.....	1,800	.....
	Keith, George Walter	B.A., Tor.	Math.	1907	13½	....	.....	1,700	.....
	Graham, Louis H.	M.A., Tor.	Science	1910	12	5	.....	1,600	.....
	Halbert, Edwin J. (Interim)	B.A., Tor.	Science	1910	2½	3	.....	1,400	.....
	Murdock, William E. (Interim)	B.A., Tor.	Classics	1910	1½	16	.....	1,500	.....
	Barnes, Charles H.	.....	.....	1910	1½	16	.....	1,500	.....
	O'Connell, Marguerite E. (Interim)	B.A., Queen's	Eng. and Hist., Fr. and Ger.	1908	3½	2	.....	.....	1,500
	Dafoe, M. Norma	M.A,, Tor.	Mods. and Hist.	1911	3½	....	.....	.....	1,300
Toronto (Humberside)	Colbeck, Franklin Charles	B.A., Vic.	Classics, Eng	1894	25	1½	3,000	.....	.....
	Gourlay, Richard	B.A., Tor.	Classics, Math.	1893	25	....	.....	2,200	.....
	Charles, Henrietta	B.A., Tor.	Eng., Fr. and Ger.	1901	25	....	.....	.....	2,200
	Johnston, Frederick James	M.A., Tor.	Science	1904	14	3	.....	2,200	.....
	Jones, George Mallory	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1907	14	....	.....	1,950	.....
	Bennett, John S.	B.A., Tor.	Classics	1909	3½	6	.....	1,600	.....
	Saunders, William R.	B.A., Queen's	.....	1910	11½	4½	.....	1,650	.....
	Stewart, Kate L.	B.A., Tor.	Eng. and Hist.	1911	4	½	.....	.....	1,400
	Hatch, Salem B.	.....	Art (Interim), Commercial	1909	7	8	.....	1,650	.....
	Evans, William Arthur	.....	.....	1904	7½	20	.....	1,950	.....
Vankleek Hill	Mitchener, James L.	B.A., McMaster	Science	1909	10	6	1,600	.....	.....
	Dufton, Lena	B.A., Tor.	Classics	1909	3	....	.....	.....	1,050

	Shurtleff, Morley		Commercial (Interim)	1910	2½	8		1,200	
	Harris, Mary (Interim)	B.A., McMaster	Mods. and Hist.	1910	1½	½			1,000
	Houser, Wilfred H.	M.A., Queen's	Math.	1911	2			1,400	
Windsor	Gavin, Frederick Pearce	B.A., Queen's	Science	1892	20		2,100		
	Bell, Frederick Henry	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1898	18½			1,700	
	Reid, Robert	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1909	18	4		1,600	
	Brunt, Robert Anthony	B.A., Tor.	Science	1905	9	1		1,600	
	Cleary, Norah	B.A., Tor.		1900	10				1,200
	Eagle, David Melville			1907	5	9		1,600	
	Hamilton, William Brown	B.A., Tor.	Math.	1908	4½	3		1,600	
	Lowe, William Duff	M.A., Queen's	Eng. & Hist. (Int.), Classics	1908	3½			1,600	
	Cunningham, Evangeline	B.A., Tor.		1909	7				1,100
	Srigley, Edgar C.		Commercial	1911	17	5		1,600	
Woodstock	Levan, Isaac Master	B.A., Tor.	Classics, Eng., Mods.	1898	30½		1,800		
	Salter, Wesley John	B.A., Tor.	Classics	1907	4⅓			1,400	
	Cameron, Aldis W.	B.A., Tor.	Fr. & Ger. (Int), Eng. & Hist.	1909	18½			1,500	
	Brown, Clarence Leslie	M.A., McMaster	Math.	1909	2	2		1,500	
	Staples, Louis Edgar	M.A., Queen's	Science	1910	9½	15		1,450	
	Stone, Alice B.		Commercial	1907	9½	8			1,100
	Wilson, Ethel Mae			1908	7½	3			900
	Lee, Anna A.			1910	2	4			850
	Robinson, Mary Alberta (Interim)			1910	1¼	10			800
	Mackay, Emma L. (Interim)			1910	1½	3½			700
	Shepherd, Eleanor M.	M.A., Trin.		1911	2½	1			900
	Mercer, John S.		(Manual Training Instructor)	1905	7	6½		1,450	
	White, Lila Kate Guthrie		(Household Science Instr.)	1911		4			500
High Schools:									
Alexandria	MacKay, Donald	M.A., Tor.	Classics	1895	22	2½	1,600		
	Sweeney, Agnes Calvary			1909	6	3½			1,150
	McLellan, C. Lillie	B.A., Queen's		1911	3	1			1,000
	Warren, Winifred (Interim)			1911	2½	2½			800
Almonte	Foucar, Walter K.	M.A., Tor.	Fr. and Ger., Eng. and Hist.	1911	16½		1,400		
	O'Donnell, Thomas J.			1908	4½	3		1,000	
	Matthews, Jessie Edith	M.A., Tor., B.A., Qn's.		1908	3½	3			900
	Stewart, Della M. (Interim)	M.A., Queen's		1912	½				1,000
Arnprior	Rand, Wilfred Erle	B.A., Tor.		1910	19	1	1,600		
	May, Annie	B.A., Tor.	Classics.	1911	7				1,250
	Welsh, David A. (Interim)	B.A., Tor.		1911	1	2½		1,400	
	Strang, Rose I.			1911	14				900
	Stanley, Alma M. V.	B.A., Tor.		1912					1,000

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1912.—Continued

High Schools	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Arthur	Langford, Thomas E.	M.A., Queen's	Science (Interim)	1910	4½	13	1,400	.....	.....
	Buchanan, Winnie	.....	.....	1910	2⅓	2½	.....	.....	700
	Lynch, Mary E.	.....	.....	1911	4	2	.....	.....	800
Athens	Sexton, James Henry	M.A., Queen's	Science	1909	15	9	1,600	.....	.....
	Barlow, Fred. H. (Interim)	M.A., Tor.	.....	1910	1½	....	.....	1,050	.....
	Carmichael, Jean Olivia (Interim)	M.A., Tor.	Mods. and Hist.	1911	½	....	.....	.....	800
	Windsor, Annie	B.A., McMaster.	Math.	1912	5	....	.....	.....	1,200
Aurora	Ferguson, John	B.A., Queen's	.....	1909	6	8	1,600	.....	.....
	Van Duzer, L. Mabel	B.A., Tor.	.....	1909	2½	....	.....	.....	800
	Ferguson, Elma S.	.....	.....	1909	6	....	.....	.....	800
	Hicks, Fred M. (Interim)	.....	.....	1912	6	2½	.....	1,100	.....
Aylmer	Rutherford, Walter W.	B.A., Tor.	Math.	1883	37	1	1,600	.....	.....
	Story, Selina Gladys	M.A., Queen's	Mods. and Hist.	1904	9	....	.....	.....	1,300
	McCutcheon, Elsie Leona F.	B.A., Tor.,M.A.,Wisc.	Classics	1911	3½	....	.....	.....	1,100
	MacLaurin, James Lorne (Interim)	B.A., McMaster	.....	1911	1	....	.....	1,300	.....
	Summers, Lena (Interim)	.....	.....	1910	2⅓	3	.....	.....	700
Beamsville	Hamilton, James A.	M.A., Tor.	.....	1909	4	....	1,200	.....	.....
	Cline, Miriam M. (Interim)	.....	.....	1910	1	3	.....	.....	625
	Brill, Minnie L. (Interim)	..	.....	1911	1	7	.....	.....	600
Belleville	Colling, James	B.A., Tor.	Classics	1908	20	3	1,800	.....	.....
	Knight, William W.	B.A., Queen's	Math.	1892	23	5	.....	1,500	.....
	MacLaurin, Peter Crawford	B.A., McMaster	Science	1909	7	....	.....	1,550	.....
	Libby, Minnie F.	B.A., Vic.	Eng. and Hist., Fr. and Ger.	1910	16	4	.....	.....	1,300

	Guest, Emily J.	M.A., Tor.	Eng. and Hist.	1910	10	....	.....	.....	1,300	
	Milburn, Edward Fairfax	M.A., Trin.	.....	1870	41	....	.....	1,100	.....	
	Harvey, John I. (Interim)	.....	.....	1911	½	4½	.....	1,100	.....	
Bowmanville	Elliott, John	B.A., Queen's	Math., Eng.	1906	28	5	1,500	.....	.....	
	Dandeneau, James B. (Interim)	M.A., Qn's, Ph.D., Hvd	Science	1910	11	3½	.....	1,400	.....	
	Nichol, Miss Sidney W. (Interim)	M.A., Tor.	Mods. and Hist.	1910	1½	....	.....	.....	900	
	Stevens, Myrtle H. (Interim)	B.A., Tor.	.....	1910	1½	....	.....	.....	900	
Bradford	Ewers, Charles F.	B.A., Queen's	.....	1912	5	12	1,500	.....	.....	
	Hall, Margaret M. S. (Interim)	B.A., Queen's	.....	1910	1½	5	.....	.....	850	
	Bowers, Georgina M. (Interim)	.....	.....	1911	½	½	.....	.....	625	
Brampton	Fenton, William J.	B.A., Tor.	Classics	1891	21	1½	1,890	.....	.....	
	Halnan, Lemen R.	M.A., Trin.	Math.	1905	8	3	.....	1,600	.....	
	Hutchinson, May R.	.....	.....	1910	8	6	.....	.....	1,250	
	Jackson, Vincent W., (Interim)	B.A., Queen's	.....	1910	3	6	.....	1,400	.....	
	Ball, Emerson Ewart	B.A., Tor.	Mods. and Hist.	1911	4½	....	.....	1,200	.....	
Brighton	Leighton, Robert H.	B.A., Queen's	.....	1911	10	19	1,200	.....	.....	
	Conway, Irene Evelyn	.....	.....	1911	3	3	.....	.....	700	
Caledonia	Cantelon, John Wilfred	M.A., Tor.	Math.	1910	5	4	1,500	.....	.....	
	McRitchie, Alexander K.	B.A., Tor.	Science	1912	14½	7	.....	1,500	.....	
	Allen, Mabel E.	B.A., Tor.	Mods. and Hist.	1909	6	....	.....	.....	900	
	Thomas Margaret (Interim)	B.A., Queen's	.....	1911	½	4	.....	.....	700	
Campbellford	Smith, Thomas Corlett	B.A., Queen's	Science	1909	12	14	1,500	.....	.....	
	Moffat, Thomas Edward	.....	.....	1911	5	2	.....	1,200	.....	
	Smithson, Annie Laura (Interim)	M.A., Tor.	Classics.	1911	½	....	.....	.....	1,000	
	Brain, Annie Beatrice (Interim)	B.A., Trin.	.....	1911	1½	1	.....	.....	800	
Carleton Place	Wethey, Edmund James	M.A.,Tor.,B.A., Trin.	Math.	1910	6½	5½	1,400	.....	.....	
	McDonald, Neil	.....	.....	1891	21	6½	.....	1,000	.....	
	Ewing, Florence May	B.A., Queen's	.....	1910	7½	2½	.....	.....	1,000	
	Cowan, Euphemia Johnston (Int'm)	M.A., Tor.	.....	1910	1½	....	.....	.....	1,000	
Cayuga	Skeele, James Eton	B.A., Tor.	.....	1897	19	....	1,250	.....	.....	
	Harvey, Martha Anne	B.A., Tor.	Math.	1907	6	....	.....	.....	1,100	
	Meadows, Persie Cecilia (Interim)	.....	.....	1909	2½	4	.....	.....	650	
Chesley	Campbell, John Duncan	B.A., Tor.	Math.	1908	7½	4½	1,600	.....	.....	
	Dugit, Rosalie A.	M.A., Tor.	Classics (Interim)	1909	3½	....	.....	.....	1,150	
	Martin, Helen J. (Interim)	B.A., Tor.	.....	1911	.....	.....	.....	.....	900	
	Halliday, Florence F. (Interim)	.....	.....	1910	2	1½	.....	.....	850	

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1912.—Continued

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							Principal	Male Assistants	Female Assistants
							$	$	$
Colborne.....	Bellamy, Wesley	B.A., Vic.	.....	1892	22	5	1,300	.....	.....
	Hinds, Margaret J. .....(Interim)	.....	.....	1910	1½	3½	.....	.....	800
Cornwall.....	Fetterly, Hiram B.	M.A., Queen's	Science	1904	7½	10	1,650	.....	.....
	Nugent, James	.....	.....	1884	30½	6½	.....	1,300	.....
	Birchard, Alexander Fraser.....	.....	Commercial	1898	17	12	.....	1,200	.....
	Norris, Arthur David	B.A., Tor.	.....	1907	5	7	.....	1,125	.....
	Healey, Rose Etta	B.A., McGill	.....	1906	5	....	.....	.....	1,125
	Smith, Lyman C.	B.A., Vic.	Classics, Eng. and Hist. ...	1912	33½	2	.....	1,500	.....
	Price, Charles F. .....(Interim)	B.A., Western & Tor.	Eng. and Hist.	1911	1	8	.....	1,300	.....
	Lamb, Walter J. .....(Interim)	M.A., Queen's	Math.	1911	½	3	.....	1,300	.....
Deseronto	Elliott, Henry Edward.....	B.A., Queen's	.....	1910	3½	3	1,400	.....	.....
	Kirkpatrick, Effie Charlotte	.....	.....	1910	4	½	.....	.....	900
	Nesbitt, Mabel E. .....(Interim)	B.A., Queen's	.....	1912	.....	1	.....	.....	800
Dundas.....	Pearson, Alexander.....	B.A., Tor.	Science	1910	18½	....	1,600	.....	.....
	Haynes, Andrew .....(Interim)	B.A., Tor.	.....	1910	1½	3	.....	1,100	.....
	Foster, Jessie	B.A., Queen's	Fr. and Ger.	1910	10	....	.....	.....	900
	Grose, Annie R.	.....	.....	1911	6½	6½	.....	.....	900
Dunnville.....	Cowles, John P.	B.A., Queen's	.....	1908	4½	5½	1,500	.....	.....
	Anderson, Lillie Catharine	.....	Commercial (Interim).....	1909	8	3½	.....	.....	1,200
	Challen, Newton Eugene (Interim)	B.A., McMaster	Math.	1910	1½	3	.....	1,200	.....
	Williams, Mary Isabel	B.A., Queen's	Mods. and Hist.	1911	5½	....	.....	.....	1,200
	Sharp, William Herbert (Interim)	B.A., Queen's	.....	1911	½	12½	.....	1,200	.....
Dutton	Elliott, Thomas W.....	B.A., Tor.	Science	1909	5½	11	1,400	.....	.....

	Cole, Addison	B.A., Tor.		1908	10½			900		
	Hally, Isabel Orr	B.A., Tor.		1911	3½					900
	Reid, Jean Gibbons (Interim)	B.A., Queen's		1911	1½					800
	Clement, Fred M.	B.S.A., Tor.	(Agriculture Instructor)	1911				1,200		
Elora	Stoddart, Robert	B.A., Tor.	Classics	1910	16		½	1,400		
	Lemon, Mary (Interim)	B.A., Tor.	Math.	1910	3½					900
	Reid, E. Lily		Commercial (Interim)	1911	3		6½			800
Essex	Massey, Arthur Wallace	B.A., Vic.	Math., Eng.	1909	20		1	1,500		
	Hamilton, John Rennie	B.A., Queen's		1909	2½				1,250	
	Hicks, Retta May			1908	4½		2			800
	Cranston, Elizabeth May. (Interim)			1910	1½		4			850
	Richardson, Ada (Interim)	B.A., Queen's		1911	½					600
	Edwards, Wm. Edward Judson	B.S.A., Tor.	(Agriculture Instructor)	1910	1½				1,200	
	Curran, George	B.S.A., Tor.	(Agriculture Instructor)	1912				900		
Fergus	Perry, Peter	M.A., Tor.	Classics	1908	35			1,400		
	Smith, Gladys Hubner			1908	5½		½			800
	Austin, Grace C.			1910	2					850
	Innes, Alexander R.			1911	24		6		1,000	
Forest	Wright, William Jonathan	M.A., Tor.	Classics	1909	10½		3½	1,400		
	Williams, Albert			1906	7		5		1,200	
	DeCou, Nellie	B.A., Tor.	Fr. and Ger.	1910	8½		2½			900
Gananoque	Graham, Robert George	B.A., Vic.	Math.	1894	20½			1,500		
	Edwards, Rebecca S. (Interim)			1908	2½		9			900
	Howson, Alexandra	B.A., Queen's	Fr. and Ger. (Interim)	1910	2		2			900
	McAllister, Annie			1911	4		1½			900
Georgetown	Coutts, Richard David	B.A., Tor.	Classics	1897	14½		3	1,500		
	Van Alstyne, Susan Amelia	B.A., Tor.	Math.	1910	4		3½			1,100
	Smith, Kathleen Edith	B.A., Tor.		1911	3½					1,100
	Hudson, Annie Leila (Interim)			1910	1½		12			750
Glencoe	Haviland, Hugh Johnston	B.A., Tor.	Classics	1911	11			1,300		
	McEachran, Mary	B.A., Queen's		1910	5½		7			1,000
	Ferguson, Muriel B. (Interim)			1911	½					650
Gravenhurst	Morgan, John James	M.A., Tor.	Science	1911	16		3	1,500		
	Pierce, Edna Helena	B.A., Queen's	Fr. and Ger. (Interim)	1911	2½					900
	Broughton, Clara Elizabeth			1906	6½					675
Grimsby	Maclean, Godwin V.	M.A., Tor.	Math.	1910	19		1½	1,400		

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1912.—Continued

High Schools	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Grimsby.—Con	De La Mater, Magdaleine,	..	..	1908	4	1½	.....	.....	850
	Kells, Emma M. ....(Interim)	B.A., Tor.	Mods. and Hist.	1912	.....	....	.....	.....	700
Hagersville ..	Wright, Robert	B.A., Queen's	Math. (Interim)	1910	15½	4	1,300	.....	.....
	Jackson, Katherine M.	B.A., Tor.	..	1911	2	2	.....	.....	800
	Young, Ralph H. ....(Interim)	..	..	1910	1	4	.....	800	.....
Haileybury ..	Wilson, W. Asbury	B.A., Queen's	..	1910	12½	....	1,800	.....	.....
	MacGregor, Annie Kennedy	B.A., Queen's	..	1910	5½	....	.....	.....	1,100
	Nelson, Arletta	..	..	1912	11	3	.....	.....	1,000
Harriston ...	Hobbs, Thomas	B.A., Tor.	Math.	1911	9½	5½	1,600	.....	.....
	Hamilton, Margaret A.	B.A., Tor.	Mods. and Hist.	1911	3½	....	.....	.....	1,100
	Bartlett, E. Lena .....(Interim)	B.A., Mt. Albert	..	1911	1½	1½	.....	.....	1,300
	Robertson, E. Vera E. ..(Interim)	M.A., Tor.	Fr. and Ger.	1911	½	1	.....	.....	800
Hawkesbury ..	Millar, Frederick G.	B.A., Tor.	..	1911	8	....	1,400	.....	.....
	Campbell, Charlotte Elizabeth	..	..	1908	4	....	.....	.....	700
	Dunnett, Carrie B. ....(Interim)	M.A., Tor.	Eng. and Hist.	1911	½	2	.....	.....	800
Iroquois	Truscott, Samuel Alfred	M.A., Queen's	Math.	1908	6½	7	1,500	.....	.....
	Stothers, Minerva E.	B.A., Queen's	..	1911	4	....	.....	.....	900
	Chandler, E. Pearl	B.A., Queen's	..	1911	3	....	.....	.....	900
	Mulloy, L. Eugenia	..	..	1911	3	5	.....	.....	1,175
Kemptville ...	Nelson, John	B.A., Queen's	Math.	1907	19	4	1,350	.....	.....
	Burchell, James E.	..	..	1911	3½	12	.....	1,150	.....
	Fletcher, Beatrice L.	B.A., Tor.	Classics	1910	4½	2	.....	.....	1,000
	MacKay, Minnie B.	B.A., Queen's	..	1909	3	....	.....	.....	800

	Johnston, Katie B. ....(Interim)	B.A., Tor.	.. ..	1911	½	4	.....	.....	875
Kenora	Elliott, Thomas E.	B.A., Tor.	Eng., Fr. and Ger.	1910	23	....	1,900	.....	.....
	McConkey, M. R., Catherine	B.A., Queen's	Fr. and Ger.	1910	6	.....	.....	.....	1,200
	Hind, Edith J.	.. ..	.. ..	1911	3½	3½	.....	.....	1,100
Kincardine	McKinnon, Charles	B.A., Tor.	Classics	1909	10½	3½	1,500	.....	.....
	MacKay, John Malcolm	B.A., Queen's	Math.	1909	5½	7	.....	1,300	.....
	Doherty, John Corry ...(Interim)	B.A., McMaster	Science	1911	1	.....	.....	1,300	.....
	Girdler, Winifred .....(Interim)	M.A., Queen's	Mods. and Hist.	1911	½	1½	.....	.....	900
	Bartlett, Cora .....(Interim)	.. ..	Commercial	1910	1½	6½	.....	.....	800
Leamington ..	Frost Francis Henry	B.A., Tor.	Math.	1911	17	2	1,600	.....	.....
	Stewart, Etta Murray	B.A., Tor.	Eng., Fr. and Ger.	1907	14	.....	.....	.....	1,000
	Campbell, George Alex.	.. ..	.. ..	1908	3½	12	.....	1,250	.....
	Stockdale, Thomas N.	.. ..	.. ..	1909	3	4	.....	1,250	.....
	McKeracher, Donalda M.	B.A., Queen's	.. ..	1911	4	1½	.....	.....	1,000
Listowel	Bonis, Harry	B.A., Tor.	Classics	1911	21	1	1,400	.....	.....
	Feasby, William James	B.A., Queen's	Mods. & Hist. (Int.), Fr. & Ger.	1908	3½	5	.....	1,150	.....
	MacDonell, Alexander Duncan	M.A., Queen's	Math. (Interim)	1909	2½	....	.....	1,150	.....
	McMillan, William James (Interim)	B.A., Tor.	Science	1909	2½	5	.....	1,150	.....
	Poldon, George Harold ..(Interim)	.....	.. ..	1909	2½	1½	.....	900	.....
Lucan	Hofferd, George Wm.	B.A., Queen's	.....	1910	3½	5	1,500	.....	.....
	Geddes, William Sloane ..(Interim)	.. ..	.....	1910	2½	1	.....	1,000	.....
	Thompson, Jean .....(Interim)	B.A., Western	.....	1911	½	1	.....	.....	750
	Owen, Thomas A.	B.A., Camb.	.....	1912	17	1	.....	950	.....
Madoc	Watson, Alexander H.	B.A., Tor.	.....	1889	29	3	1,300	.....	.....
	McNab, Finlay .....(Interim)	.. ..	.....	1911	½	7	.....	1,000	.....
	Thompson, Jennie .....(Interim)	.. ..	.....	1911	1	....	.....	.....	750
Markham...	Donaldson, William	B.A., Tor.	Science	1911	11	5½	1,600	.....	.....
	McMahon, Frank Oliver	B.A., Tor.	.. ..	1911	3½	6	.....	1,200	.....
	Morden, Frances Dagmar	B.A., Tor.	.. ..	1911	5	2	.....	.....	1,050
	Russell, F. Josephine	.. ..	.. ..	1910	5½	4	.....	.....	900
Meaford	Dundas, Arthur A.	B.A., Tor.	.. ..	1897	15	2	1,600	.....	.....
	Johnson, George Stephen	B.A., McMaster	Science	1907	4½	....	.....	1,350	.....
	Hackett, Edward	B.A., Dublin	.. ..	1909	2½	....	.....	1,300	.....
	Hammond, John Edgar	.. ..	Commercial	1906	5½	3	.....	1,200	.....
	Mathieson, Elsie .....(Interim)	B.A., Tor.	Eng. and Hist.	1911	1	6	.....	.....	1,100
Midland	Glass, William Arthur	B.A., Tor.	.. ..	1904	8½	1½	1,600	.....	.....
	Wallace, Frank D. .....(Interim	M.A., Queen's	Math.	1910	1½	....	.....	1,200	.....

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1912.—Continued

High Schools	Name of Teachers	Degrees	Specialists	Date of appointment.	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
Midland.—Con.	McBride, Sara M.	..	..	1910	10	....	.....	.....	1,000
	Tuke, William Henry	..	..	1911	6	....	.....	1,450	.....
Mitchell	Morrow, John Duncanson	B.A., Tor.	Classics.	1905	15½	....	1,500	.....	.....
	Campbell, Mae A.	..	..	1910	4½	1½	.....	.....	1,000
	Adams, John M. (Interim)	..	..	1910	1	7	.....	850	.....
	Barr, Janet	B.A., Queen's	..	1911	17	1	.....	.....	800
Mount Forest	Speirs, Thomas E.	B.A., Tor.	Math. and Physics	1907	5½	2	1,400	.....	.....
	Corkill, Edward J.	B.A., Queen's	Science	1910	23	3	.....	1,200	.....
	McKinley, Clara B. (Interim)	B.A., Tor.	Classics	1910	2	....	.....	.....	900
	Anderson, Corinne (Interim)	B.A., Tor.	..	1911	½	....	.....	.....	650
Newburgh	Andrews, Robert T.	B.A., Tor.	Classics	1910	7	14	1,200	.....	.....
	McKeracher, Florence J. (Interim)	B.A., Queen's	..	1911	2	3	.....	.....	1,000
	Mackenzie, Eva Florine	..	..	1911	3½	9½	.....	.....	800
Newcastle	Witheril, Ebenezer Rufus	B.A., Queen's	..	1911	18	20	1,300	.....	.....
	Corry, Ray Laura (Interim)	B.A., Trin.	Mods. and Hist.	1908	5	....	.....	.....	700
Newmarket	Merritt, Robert Norris	B.A., Tor.	Math.	1911	12	1½	1,600	.....	.....
	Hollingshead, John Edwin	..	..	1884	27	2½	.....	1,000	.....
	Kidd, William Livingston	..	..	1910	7	10	.....	1,200	.....
	Wickett, Laura E.	..	Commercial (Interim)	1909	2½	1½	.....	.....	900
	Smith, Isabella K.	B.A., Tor.	..	1910	4	....	.....	.....	800
	Stickley, J. C.	B.S.A., Tor.	(Agriculture Instructor)	1912	1	....	.....	1,200	.....
Niagara	Clark, Joseph Campbell	B.A., Tor.	Classics	1910	16	2½	1,000	.....	.....
	Steinmetz, Ethel Geraldine (Inter.)	..	..	1911	1½	2	.....	.....	750

Niagara Falls South	Myer, Albert N.	M.A., Trin.	Math.	1908	17½	....	1,600	.....	.....
	Dawson, Margaret M.	..	..	1907	4	2	.....	.....	800
	Wright, Evelyn P. .....(Interim)	..	..	1911	2½	½	.....	.....	800
North Bay....	Girdwood, Arthur Reginald	B.A., McMaster	..	1904	8	....	1,700	.....	.....
	Code, Ethel May	M.A., Queen's	Fr. and Ger. (Interim)	1911	2	....	.....	.....	1,000
	Cooke, Donna J.. .....(Interim)	B.A., Tor.	..	1911	2	1	.....	.....	1,000
	Swain, John M. .....(Interim)	B.A., Tor.	..	1911	½	....	.....	1,400	.....
North Toronto	Reed, George Henry	M.A., B.Paed., Tor. .	Classics	1910	23	4	1,500	.....	.....
	Nelson, Curtis Ira .....(Interim)	..	.....	1910	1	2½	.....	1,000	.....
	Scanlon, Mary Greenfield (Interim)	..	.....	1911	3	2½	.....	.....	900
Norwood	Lawlor, Richard G.	B.A., Queen's	..	1909	7½	8	1,400	.....	.....
	Cameron, Gertrude .....(Interim)	B.A., Queen's	..	1911	½	....	.....	.....	700
	Macfarlane, Harold G.	.. ..	..	1909	2½	....	.....	900	.....
	Hopkins, E. S.	B.S.A., Tor.	(Agriculture Instructor) ...	1911	.....	....	.....	1,200	.....
Oakville	Denyes, James Malcolm	B.A., Queen's	Fr. and Ger.	1910	13½	3	1,500	.....	.....
	Forbes, William B.	.. ..	Science	1911	16	1	.....	1,300	.....
	Dengate, Esther Winnifred, (Inter.)	B.A., McMaster	.. ..	1910	1½	1⅓	.....	.....	900
Omemee	Barron, Robert Armour	B.A., Tor.	Classics, Eng., Fr. and Ger. .	1910	29½	5	1,200	.....	.....
	Bartley, Hattie Marie	.. ..	.. ..	1910	3½	7	.....	.....	850
Orangeville ...	Steele, Alexander	B.A., Tor.	Eng., Math.	1879	35	....	1,600	.....	.....
	Strang, Grace Masson	B.A., Tor.	Mods. and Hist	1907	5½	....	.....	.....	1,050
	Adams, John Hamilton	B.A., Tor.	.. ..	1909	3½	....	.....	1,100	.....
	Hulse, Clara .....(Interim)	.. ..	.. ..	1910	2½	3	.....	.....	750
	Tanton, John .....(Interim)	B.A., Queen's	.. ..	1911	1½	2	.....	1,100	.....
	Dorrance, H. A.	B.S.A., Tor.	(Agriculture Instructor) ...	1911	½	3	.....	1,200	.....
	Whale, Irvine B.	B.S.A., Tor.	(Agriculture Instructor) ...	1911	.....	....	.....	900	.....
Oshawa	Dolan, John Henry	B.A., Queen's	Classics	1911	13⅓	....	1,700	.....	.....
	Stevenson, Lewis	B.A., B.Sc., Vic. ...	Math., Science	1902	19	3	.....	1,400	.....
	Courtice, Samuel James	B.A. Tor.	Math.	1908	11	6	.....	1,400	.....
	Faint, Pearl Blanche ....(Interim)	M.A., Tor.	Mods. and Hist.	1910	3½	....	.....	.....	1,100
	Cruikshank, Libbie	.. ..	.....	1908	6½	5	.....	.....	1,000
	Armstrong, Florence Janette (Int.)	.. ..	.....	1910	1½	5	.....	.....	650
Paris	Bell, Walter N.	B.A., Tor.	Classics	1898	21	....	1,600	.....	.....
	Williams, Edna Jane	B.A., Tor.	.....	1907	4	....	.....	.....	1,200
	Keegan, Joseph D.	.. ..	.....	1910	6½	13	.....	1,100	.....
	McKelvey, Barbara .....(Interim)	B.A., Tor.	.....	1911	1	....	.....	.....	800

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1912.—Continued

High Schools	Name of Teachers	Degrees	Specialists	Date of appointment.	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School.	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Parkhill	Hall, Wilbert	B.A., Tor.	.....	1911	3	2	1,500	.....	.....
	Zurbrigg, Jacob Mahlon	B.A., Tor.	.. ..	1910	2½	....	.....	1,100	.....
	Henry, Lizzie C.	B.A., Queen's	Fr. and Ger. (Interim)	1910	2½	13	.....	.....	900
	Halliday, J. Maude .....(Interim)	.....	.....	1912	.....	2	.....	.....	650
Pembroke	Ross, Ralph	B.A., B.Paed., Tor. ..	Classics	1895	24	....	1,500	.....	.....
	Iler, Helen Augusta ....(Interim)	B.A., McMaster	Math.	1910	4	1½	.....	.....	1,200
	Rose, Marion Helena	.. ..	Fr. and Ger.	1911	16½	4	.....	.....	1,000
	Martin, John Moore	B.A., Tor..	.. ..	1911	4	1	.....	1,400	.....
Penetanguishene ...	Keefe, Reuben Daniel	B.A., Tor..	.. ..	1907	9½	....	1,400	.....	.....
	Sweet, Fred G.	.....	.....	1911	2	4½	.....	950	.....
	McArthur, Christina M.	.....	.. ..	1911	16	3	.....	.....	700
Petrolea.....	Clyde, William	M.A., Queen's	.. ..	1888	25	1	1,350	.....	.....
	McPhail, Alexander C.	B.A., Queen's	.. ..	1910	16½	10½	.....	1,100	.....
	Leckie, Bruce E. .....(Interim)	B.A., McMaster	Science.	1910	1½	2	.....	1,250	.....
	Jackson, Annie M. .....(Interim)	B.A., Tor.	.. ..	1911	½	....	.....	.....	950
	Todd, S. E.	B.S.A., Tor.	(Agriculture Instructor)	1911	½	....	.....	1,300	.....
Plantagenet ..	Walsh, John C.	B.A., Ottawa.	.. ..	1907	5½	....	1,200	.....	.....
	Callaghan, Mila .....(Interim)	.. ..	.....	1911	½	3½	.....	.....	600
	Brisson, Albertine .....(Interim)	.. ..	.. ..	1911	½	1	.....	.....	600
Port Dover ..	Liddy, William R.	B.A., Tor.	Science	1897	15	4½	1,200	.....	.....
	Weatherilt, Minnie .....(Interim)	.. ..	.. ..	1911	1	7	.....	.....	750
	Dalrymple, Isabel .....(Interim)	B.A., Tor.	Fr. and Ger.	1912	.....	....	.....	.....	750
Port Elgin ...	Nelson, Albert E.	B.A., Queen's	.....	1910	3½	6	1,400	.....	.....
	Stirling, Charlotte .....(Interim)	.. ..	.. ..	1911	1	3	.....	.....	700

	Scott, Jessie M. ....(Interim)	..	..	1911	½	2¾	.....	.....	700
Port Hope....	Snider, Eber Egerton	B.A., Vic.	Math.	1908	21	2	1,750	.....	.....
	Cameron, Archibald R.	B.A., Queen's	Classics	1910	7	....	.....	1,400	.....
	Copeland, George E. ....(Interim)	M.A., Queen's	Science	1911	½	5½	.....	1,200	.....
	Scott, Ethel .....(Interim)	M.A, Tor.	Mods. and Hist.	1911	½	4	.....	.....	1,000
	Tuer, Margaret	.. ..	Commercial (Interim)	1910	5	5	.....	.....	850
	Hitchon, Claire H. .....(Interim)	B.A., Tor.	Mods. and Hist.	1911	½	....	.....	.....	700
	Duncan, Reginald S.	B.S.A., Tor.	(Agriculture Instructor)	1910	1	....	.....	1,200	.....
Port Perry	McEachern, Neil	B.A., Tor.	Science	1911	18	5	1,300	.....	.....
	Stone, George	.. ..	.. ..	1883	30	4	.....	1,150	.....
	Coad, Hanna G. .....(Interim)	M.A., Tor.	Mods. and Hist.	1911	½	1½	.....	.....	850
	Harris, L. Morwenna ...(Interim)	.. ..	.. ..	1912	1½	1½	.....	.....	700
Port Rowan .	Amos, Harold Edwin	B.A.,Qn's.B.Paed.,Tor	.. ..	1910	4½	8	1,400	.....	.....
	Campbell, Hughena ....(Interim)	.. ..	.. ..	1910	2½	....	.....	.....	700
Prescott	Trench, W, Wycliffe A.	B.A., Tor.	Classics	1911	7½	5	1,500	.....	.....
	Goulding, Hanna Mitchell	.....	.. ..	1911	8½	2½	.....	.....	1,200
	Batstone, A. E. Thomas	.. ..	.. ..	1911	2	1	.....	1,100	.....
	Pinel, Hattie Louise ....(Interim)	M.A., Tor.	Fr. and Ger., Eng. and Hist.	1911	½	....	.....	.....	900
Richmond Hill	Davidson, John	M.A., LL.B., Tor. ..	Classics	1910	31	3	1,200	.....	.....
	Carpenter, Ida Mary ....(Interim)	B.A., Tor.	.. ..	1911	1	....	.....	.....	800
	Fraser, Lucile .....(Interim)	.. ..	.. ..	1910	1½	3	.....	.....	800
Rockland	Eby, Florence Mary	B.A., Tor.	.. ..	1908	7½	....	1,000	.....	.....
	Banford, Joyce	.....	.. ..	1909	2½	1	.....	.....	700
	Phelan, Helen Marguerite (Inter.)	.. ..	.. ..	1911	2	....	.....	.....	700
Sault Ste Marie	Race, Wilfrid Ballantyne	B.A., Queen's	Mods. and Hist.	1904	19	....	2,000	.....	.....
	Rudlen, George William	B.A., Tor.	Math.	1904	13	....	.....	1,500	.....
	Walkom, Daniel T.	B.A., Queen's	.. ..	1911	2	3½	.....	1,400	.....
	Harkness, Mary Dell	M.A., Queen's	Mods. and Hist. (Interim)	1906	5	6	.....	.....	1,200
	Clayton, Vivian Emily	B.A., Man.	Commercial	1908	5½	1½	.....	.....	1,100
	Mackenzie, Anna .....(Interim)	.. ..	.. ..	1910	1½	11	.....	.....	950
	Later, Thomas John	.. ..	(Manual Training Instr.) ...	1910	1	10	.....	1,300	.....
	Shaw, M. Pauline	.....	(Household Science Instr). .	1910	5	....	.....	.....	800
	Smith, A. S.	B.S.A., Tor.	(Agriculture Instructor)	1911	½	....	.....	1,200	.....
Simcoe	Christie, James Douglas	B.A., Tor.	Eng., Fr. and Ger.	1889	33	....	1,500	.....	.....
	Hagan, James W.	M.A., Queen's	Science	1910	7	5	.....	1,300	.....
	Messmore, Joseph Franklin	B.A., Tor.	Classics	1911	20	....	.....	1,250	.....
	Skirrow, William A. ..(Interim)	M.A., Queen's	Math.	1910	1½	....	.....	1,200	.....
	Goodland, Alma	.. ..	Commercial	1907	5	11	.....	.....	900

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1912.—Continued

High Schools	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Smith's Falls	Rose, Robert Chas.	B.A., Tor.	Math.	1907	20	3½	1,600	.....	.....
	Forrester, John Wilfrid	M.A., Queen's	Science	1910	2½	4	.....	1,500	.....
	McWhorter, Mary Ann Victoria	B.A., Tor	Mods. and Hist.	1909	2½	....	.....	.....	800
	Payne, Pearl (Interim)	B.A., Queen's	..	1911	1½	2	.....	.....	1,000
	Preston, Ethel Ada	..	..	1911	5	....	.....	.....	800
	Burns, Charles J. (Interim)	M.A., Queen's	Classics	1912	2½	....	.....	1,500	.....
	McGregor, Mrs. Jeanette (Interim)	.....	Commercial	1912	2	4	.....	.....	1,000
	Ferguson, William	.....	(Manual Training Instr.)	1912	.....	....	.....	1,200	.....
Smithville	Tremeer, James	B.A., Vic.	Classics	1908	24	3	1,300	.....	.....
	MacKay, Olive (Interim)	B.A., Tor.	Math.	1911	½	....	.....	.....	750
	Lindsay, Bertie L. (Interim)	..	..	1911	½	4½	.....	.....	625
Stirling	Kennedy, George E.	B.A., Vic.	Science	1893	19	4	1,300	.....	.....
	McRae, Caroline Jean	B.A., Queen's	Eng. and Hist.	1909	2½	½	.....	.....	900
	Masten, Eunice E. (Interim)	B.A., Tor.	..	1911	½	....	.....	.....	775
	McIntosh, A. D.,	B.S.A.., Tor.	(Agriculture Instructor)	1911	½	....	.....	1,200	.....
Streetsville	Kemp, William	M.A., Queen's	Eng. and Hist., Fr. and Ger.	1909	11	1	1,300	.....	.....
	Jeffrey, Hugh G. Stirling (Interim)	..	..	1912	.....	....	.....	900	.....
	Burk, Charlotte A.	B.A., McMaster	..	1912	2½	1	.....	.....	850
Sudbury	Berlanquet, Hugh S.	B.A., Queen's	Classics	1910	8	....	1,850	.....	.....
	O'Grady, John Lee	..	..	1910	2	2	.....	1,400	.....
	Baker, Wester Roy (Interim)	B.A., Tor.	..	1910	1½	....	.....	1,300	.....
	Bibby, Marie Victoria	B.A., Tor.	Mods. and Hist.	1911	5½	....	.....	.....	1,100
Sydenham	Sine, Fred	M.A., B.Sc., Queen's	..	1911	4½	5	1,400	.....	.....
	Howson, Bruce F.	..	..	1911	2½	2	.....	1,000	.....
	Hiscock, Mary B. (Interim)	B.A., Queen's	..	1910	1½	....	.....	.....	750
	Davidson, Edith M. (Interim)	B.A., Queen's	..	1910	1½	1	.....	.....	825

Thorold	Fitzgerald, Eliza Sophia	M.A., Queen's	Classics	1909	27½	....	1,100	.....	.....
	Woolley, Clarence Byron ...(Int.)	..	..	1911	½	....	.....	800	.....
	Moir, Mary Isabella .. (Interim)	B.A., Tor.	..	1910	2	1	.....	.....	700
	Pringle, Florence	.....	(Household Science Instr.)	1912	.....	....	.....	.....	500
Tillsonburg ..	Davidson, John H.	M.A., B.Paed., Tor.	Math.	1910	9	7½	1,500	.....	.....
	Hindson, Hilda Mary	..	Commercial	1904	7	6	.....	.....	900
	Solmes, Harriet Mary	B.A., Queen's	..	1908	4	1½	.....	.....	1,000
	Warner, George L. ....(Interim)	..	..	1911	½	1	.....	900	.....
Toronto, Commerce and Finance	Eldon, Robert H.	B.A., Queen's	Math., Commercial	1911	20	7	3,000	.....	.....
	Ward, William	B.A., B.Paed., Queen's.	Commercial	1911	17	5	.....	1,900	.....
	Fletcher, William H.	M.A., Queen's	Science, Commercial	1911	16½	4½	.....	1,800	.....
	Baird, William	..	Commercial	1911	9	4	.....	1,800	.....
	Edward, Wesley G.	..	Commercial	1911	6½	1	.....	1,700	.....
	Bailey, Joseph J.	..	..	1911	7½	5½	.....	1,700	.....
	Webster, Samuel C.	B.A., Tor.	..	1911	10	2	.....	1,500	.....
	Conlin, Evelyn E.	B.A., Tor.	Mods. and Hist.	1911	9½	....	.....	.....	1,500
	Van Every, John F.	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1912	14	....	.....	1,500	.....
	*McDonald, Evelyn ....(Interim)	M.A., Tor.	Mods. and Hist.	1911	½	....	.....	.....	.....
Toronto, Malvern Avenue	Lehman, Carl A. K.	B.A., Tor.	Science	1910	16	2	2,500	.....	.....
	Barr, Lydia Adams	B.A., Tor.	..	1908	19	9	.....	.....	1,500
	Lingwood, Frederick Houchen	B.A., Lond. B. Paed, Queen's, M.A., Trin	Classics	1910	19	....	.....	1,500	.....
	Wood, Frank Herbert	B.A., Tor.	Math.	1910	6½	....	.....	1,950	.....
	Horton, Charles William	B.A., Queen's	Eng. and Hist.	1911	18	....	.....	1,950	.....
Toronto, Oakwood	Gray, Robt. Alex.	B.A., Tor.	Math.	1910	27	....	2,600	.....	.....
	Jewett, Albert Edward	B.A., Queen's	Science	1908	24	3½	.....	2,000	.....
	Thompson, John Frederick	M.A., D.Paed., Tor ..	Classics	1908	13	....	.....	1,800	.....
	Clarke, Frederick Hall	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1908	16	....	.....	1,900	.....
	Irwin, Herbert William	B.A., Tor.	Mods. and Hist.	1908	10	....	.....	1,800	.....
	Kennedy, Thomas	M.A., Queen's	Math.	1908	12	2¾	.....	1,800	.....
	Ketcheson, Florence Blanche	B.A., Tor.	Mods. and Hist.	1908	6	....	.....	.....	1,600
Toronto, Riverdale	Michell, William C.	B.A., Tor.	Classics	1910	20	....	2,700	.....	.....
	Moore, James Rosington	M.A., Queen's	Science	1907	13	½	.....	2,050	.....
	Wren, John Stewart	B.A., Tor.	Math.	1907	13	....	.....	2,050	.....
	Willson, Alice M.	B.A., Tor.	Fr. and Ger.	1908	8	4	.....	.....	1,950
	Watson, Erwin H. A.	B.A., Tor.	Mods. and Hist.	1910	11	3	.....	1,950	.....
	McKinley, James M.	B.A., Tor.	Classics	1910	12	....	.....	1,850	.....
	Kidd, Truman William	B.A. Queen's	Art	1909	6⅔	6	.....	1,650	.....
	Rogers, William Henry	M.A., Trin.	Math.	1909	9⅓	2	.....	1,650	.....
	Dunnett, Alfred H. .....(Interim)	B.A., Queen's	..	1911	½	11½	.....	1,500	.....

*Temporary teacher.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1912—Continued

High Schools	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants.
							$	$	$
Toronto, Technical	McKay, Alexander Charles	B.A., LL.D., Tor.	Math.	1911	5	2	5,000	.....	.....
	McBean, John William	B.A., Tor.	..	1902	9	1	.....	2,100	.....
	Warren, James McIntosh	B.A., Tor.	Math.	1903	17½	....	.....	2,100	.....
	Kirkland, William Stuart	M.A., Queen's	Science	1903	15½	1	.....	2,050	.....
	Wilson, William James	B.A., Tor.	Science (Interim)	1902	9½	....	.....	1,900	.....
	MacLean, Allan Edmund	B.A., Queen's	Eng. and Hist., Fr. and Ger.	1910	19	5	.....	1,500	.....
	Rutherford, William Herbert	M.A., Tor.	Math.	1904	8½	....	.....	1,800	.....
	Rundle, John Ashton	..	..	1904	7½	18½	.....	1,800	.....
	Downey, Helen Elizabeth	B.A., Tor.	Mods. and Hist.	1904	11	....	.....	.....	1,800
	Jolliffe, Ernest Howard	B.A., Tor.	Science (Interim)	1908	3½	2½	.....	1,500	.....
	Ferguson, Walter P. (Interim)	M.A., Queen's	Science	1911	3	....	.....	1,300	.....
	Peake, Charles Nicholson	..	(Instructor in Drafting)	1898	.....	....	.....	1,800	.....
	†Hahn, Gustav	..	do Drafting	1902	.....	....	.....	1,100	.....
	†Banks, John Lisney	..	do Modelling	1906	.....	....	.....	800	.....
	†Hahn, Emanuel	..	do Freehand draw	1907	.....	....	.....	820	.....
	†Collett, William Charles	B.A., Sc., Tor.	do Architecture	1909	.....	....	.....	650	.....
	Cunningham, James Henry	..	(Manual Training Instr.)	1911	1	15	.....	1,800	.....
	Davidson Margaret Mary	..	(Household Science Instr.)	1902	.....	....	.....	.....	1,700
	DeLaporte, Marie Annette	..	do do	1907	5	....	.....	.....	1,050
	Murray, Isabel	B.Sc., Columbia	do do	1908	5	2	.....	.....	1,050
	Sheffield, Lillian F. (See note below)	..	do do	1911	.....	....	.....	.....	800
Trenton	Whyte, Robert	B.A., Tor.	..	1910	16	4	1,450	.....	.....
	Schell, Arthur W.	..	..	1910	7	3½	.....	1,200	.....
	Pattee, Mrs. Ada	..	Eng. and Hist.	1889	24	....	.....	.....	960
	Gould, Elva (Interim)	..	..	1911	2	....	.....	.....	750

Uxbridge	Ferguson, Thomas R.	M.A., Queen's	Math.	1911	5	3	1,400		
	McCaw, Hester E. A. (Interim)	B.A., Tor.	Eng. and Hist.	1910	3½				900
	Jeckell, Laura M.	..		1908	4	2½			850
	Broatch, Margaret A. (Interim)	..		1911	½	4½			800
Vienna	Burgess, James Edward	M.A., Queen's	Math.	1911	25		1,200		
	McKenzie, Russell Norman (Int.)	..	..	1911	½			800	
Walkerton	Morgan, Joseph	M.A., Tor.	Classics	1881	30		1,500		
	Case, H. James	..	..	1910	5	13		1,100	
	McGregor, Margaret C.	B.A., Tor.	..	1908	4½	1½			850
	Cummer, May Elvina	..	..	1909	6½				1,100
Wardsville	Jardine, William Wilson	B.A., Tor.	..	1911	31	9½	1,200		
	Peck, Maud M. (Interim)	..	..	1910	1½	2			750
Waterdown	Campbell, Alexander	B.A., Tor.	Math.	1908	21	3	1,100		
	Chassels, Frances (Interim)	..	..	1909	2½	3			700
	Crummer, Eva (Interim)	..	..	1909	2½	2			700
Waterford	Zavitz, Arthur S.	B.A, Queen's	..	1911	3¼	3½	1,500		
	Rowntree, Annie E. (Interim)	M.A., Tor.	Mods. and Hist.	1910	1½	5			1,000
	Lishman, Frederick (Interim)	..	..	1910	1½			750	
Watford	Williams, Lorne J.	B.A., Queen's	..	1910	12½	2½	1,500		
	Mitchell, Blanche H.	..	..	1907	4	4			800
	Ovens, Winifred E.	B.A., Western	..	1909	3½				850
	Gillespie, Mary A. (Interim)	M.A., Tor.	..	1911	½				900
Welland	McCuaig, Herbert M.	B.A., Queen's	..	1891	27		1,500		
	Ashall, Frances Mabel	B.A., Tor	Math.	1910	4				1,200
	Thomson, Helen M.	B.A., Tor	Math.	1908	3	3			900
	Stone, Grace L. (Interim)	B.A., McMaster	Mods. and Hist.	1910	2	2½			800
	Brennan, Jennie L.	..	..	1906	5	5			750
Weston	Fairchild, Austin H.	B.A., McMaster	Math.	1911	7½	5	1,550		
	Gillies, Annie M. (Interim)	M.A., Tor.	Classics	1910	1½				1,050
	Penson, Elizabeth (Interim)	M.A., Queen's	Science	1911	2				1,200
	Graeb, Mabel M.	M.A., Tor.	Mods. and Hist.	1912	3½				1,000
Whitby	Bell, John Johnston	B.A., Tor.	..	1912	26	1	1,500		
	Montgomery, William	B.A., Tor.	Math.	1911	16			1,400	
	Baker, Jennie	..	..	1912	6	2½			900
	Hazard, Geraldine (Interim)	M.A., Queen's	Fr. and Ger.	1912		½			900
	Hare, James H.	B.S.A., Tor.	(Agriculture Instructor)	1908	3			1,200	

†Part time teacher—day and evening classes.

NOTE.—In addition, there are 19 occasional teachers for evening classes only, and one occasional teacher for evening and day classes, in the Technical High School.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1912—Continued

High Schools	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Wiarton	Bell, James Stewart	B.A., Tor.	.. ..	1911	2	2	1,350	.....	.....
	Graves, Bessie	B.A., Western	.. ..	1911	3	1½	.....	.....	800
	Allan, Nellie Fraser	.. ..	.. ..	1911	3	6	.....	.....	750
Williamstown	Cooke, John Alexander	M.A., Queen's	Classics	1911	22	3	1,600	.....	.....
	Cattanach, Jessie S. ....(Interim)	B.A., Queen's	.. ..	1910	1¼	4½	.....	.....	1,050
	O'Brian, Mabel B.	.. ..	.. ..	1909	4½	....	.....	.....	1,000
	Arnold, Hubert George .(Interim)	.. ..	.. ..	1911	½	....	.....	1,200	.....
Wingham	Smith, John Charles	B.A., Queen's	Classics (Interim)	1907	6½	3	1,400	.....	.....
	Percy, Herbert Algernon	.. ..	.. ..	1910	3	2	.....	1,300	.....
	Smith, George Richard (Interim)	B.A., Tor.	Math.	1911	½	3½	.....	1,000	.....
	Brewster, Constance E. (Interim)	B.A., Vic.	Mods. and Hist.	1911	½	....	.....	.....	800
	Anderson, Beatrice E.	.....	.. ..	1908	3	3	.....	.....	750

SUMMARY, JANUARY, 1912

Number of Schools, Sex of Teachers, and Percentages

Schools

Collegiate Institutes	43
High Schools	105
Total	148
Increase for the year	2

Teachers

Gentlemen	560
Ladies	338
Total	898
Increase for the year	45

Percentages

January, 1912....	Gentlemen	62.36;	Ladies	37.63
January, 1911....	"	62.95;	"	37.04
January, 1910....	"	64.87;	"	35.12
January, 1909....	"	67.55;	"	32.45
January, 1904....	"	78.80;	"	21.20

Number of Teachers

Collegiate Institutes

Principals	43
Assistants	405
Total	448
Increase for the year, 8	

High Schools

Principals	105
Assistants	345
Total	450
Increase for the year, 37	

Grand Total

Principals	148
Assistants	750
Grand Total	898
Increase for the year, 45	

Salaries

Collegiate Institutes

Highest Salary	$3,600
Average " Principals	1,981
" " Male Assistants	1,505
" " Female "	1,120
Average Salary	$1,436
Increase for the year	$51

High Schools

Highest Salary	*$5,000
Average " Principals	1,541
" " Male Assistants	1,317
" " Female "	914
Average Salary	$1,188
Increase for the year	$67

Collegiate Institutes and High Schools

Highest Salary	*5,000
Average " all Principals	1,670
" " all Assistants	1,241
Average Salary, all	$1,312
Increase for the year	$53
Average Salary, Male Assistants	$1,440
" " Female "	996
Increase for the year, Principals	88
" " Male Assistants	53
" " Female "	45

University Graduates, Specialists, etc.

Collegiate Institutes and High Schools

Graduates	646
Non-Graduates	252
Percentage of Graduates, 1912	71.93
Percentage of Graduates, 1911	72.09
Percentage of Non-Graduates, 1912	28.06
Percentage of Non-Graduates, 1911	27.90
Interim Certificates	193
Specialists	422
Interim Specialists	111
Percentage of Specialists and Interim Specialists, 1912	59.35
Percentage of Specialists and Interim Specialists, 1911	60.49
Percentage of Non-Specialists, 1912	40.64
Percentage of Non-Specialists, 1911	39.50

* Salary of Principal of Technical High School; $3,000 is the highest salary in the other High Schools.

IV.—List of Principals and Assistants of Continuation Schools, January, 1912

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class Certificate).	Degrees	Specialists	Date of appointment	No. of years' experience in a High or Continuation School	No. of years' in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Acton	Stewart, William H.			1903	8½	15	1,100		
	Humphres, B. Rowena			1909	2½	3			700
Alliston	Davidson, Hugh .....*	B.A., Tor.		1909	25	2	1,450		
	Mackenzie, Edna			1911	1½	2½			650
	McArthur, Annie .....(Interim)	B.A., Queen's		1911	1	½			700
Alvinston	Carbert, Robert H.			1911	3½	3	1,200		
	Morris, Edna Winnifred (Interim)			1910	2½	3			600
Amherstburg	Overholt, B. Percy			1910	3½	4	1,100		
	O'Leary, Susan .....(Interim)			1911	2½	1½			700
	Chapman, Hattie			1911	½	2½			675
Arkona	Patterson, Edith			1909	2½	3	650		
Ashton, 7 Goulburn	Garvin, Winnifred			1911	½	2½	700		
Avonmore, 14 Roxborough	Rutherford, Mary H. .....**			1908	4	½	900		
	Giles, Annie .....(Interim)			1911	½	3½			525
Ayr	O'Connor, William	M.A., Queen's, Ireland; M.D., Trin.		1911	20½	3	1,100		
Bath	Stewart, E. Margaret	B.A., Queen's		1911	½	2½	850		
Beaverton	Elliott, Elmer A. .....(Temporary)			1912	½	....	900		
	Harris, L. Morwenna ...(Interim)			1911	1½	1½			700
	Fraser, Lilian B. .....(Interim)			1911	½	½			700

Beeton	Gray, Henry	M.A., Ph.D., Bloomington		1911	11½	25	950		
Belmont, U. 11 South Dorchester	Morton, Christine (Interim)			1910	2½				650
	Joynt, James H.			1911	2½	5½	1,100		
	Wood, Ida M.			1911	½	2½			650
Blenheim	Wightman, Stanley			1911	7½	2½	1,200		
	Robinson, Sadie			1910	1½	2½			700
Blind River	Baker, Albert H.	B.A., Bishop's College, Lennoxville		1911	3	8	1,000		
	Thornhill, Janet T.			1911	2½	5			700
Blyth	Powell, Iverea E.			1911	2	2½	1,000		
Bothwell	Boyd, Joseph R.			1911	½	4½	1,000		
Bowesville, 5 Gloucester	Wyman, May			1911	½				600
	Potter, Dolly			1911	2½	4	800		
Bracebridge	Shannon, Samuel *	B.A., Tor.		1908	4	3	1,500		
	Dufton, Olive Hope			1909	2½	2			700
	Hodgins, Ethelberta (Interim)			1910	1½	1			625
Bridgeburg	Russell, Samuel M.			1910	1½	2	1,200		
	Stephens, Ella G.			1910	1½	3			825
Bruce Mines	Irwin, A. H. (Interim)			1911	1½	1½	1,000		
	Garrett, E. C. (Interim)			1911	4	1½			750
Brussels	Scott, Benjamin S.			1911	½	3	1,200		
	Davidson, Viola M. (Interim)			1910	½	1			800
Burk's Falls	Harvey, Wm. B.			1911	2½	3	1,300		
	Bell, Jessie (Interim)	B.A., Tor.	Mods. and Hist.	1911	½	3			700
Burlington	Smith, Daniel E. *	B.A., Tor.		1909	8½	3	1,200		
	Ghent, Lucy T. B. (Interim)	B.A., Tor.		1911	½				700
Cannington	Principal to be appointed								
Cardinal	Clothier, Bessie			1910	1½	2	850		
	Bennett, May V. (Interim)			1911	½				625
Carp, 3 Huntley	Stewart, Annie J.	B. A., Queen's		1911	1½	1	800		
	Gee, Norma (Interim)			1911	½				700
	Jackson, W. D.	B.S.A., Tor.	(Agriculture Instructor)	1911			1,200		

*High School Principal's Certificate. **Interim First Class Certificate endorsed for Principalship of a Grade B Continuation School.

List of Principals and Assistants of Continuation Schools, January, 1912.—Continued

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class Certificate).	Degrees	Specialists	Date of Appointment	No. of Years' experience in a High or Continuation School	No. of years in a Public School	Salaries		
							Principal	Male Assistant	Female Assistant
							$	$	$
Chesterville ..	Baker, William T.			1911	5⅓	5	1,200	.....	.....
	Dwyer, Mary Agnes			1910	3½	3	.....	.....	700
Claremont, 15 Pickering ..	Ward, Edward M. H. (Temporary)			1911	2½	1½	900	.....	.....
	Ferguson, Lilian M.			1910	1½	2	.....	.....	600
Coldwater ...	Morris, Nelson D.			1911	3	1	1,100	.....	.....
	Hill, Rosa B. (Interim)			1910	½	....	.....	.....	550
Comber, 4 Tilbury W.	Hicks, Viva **			1908	3½	1	725	.....	.....
	Wemp, Annie (Interim)			1911	½	2	.....	.....	700
Cookstown, 5 Essa.	Edmiston, J. A.			1910	18½	8	1,100	.....	.....
	Goodall, Nellie (Interim)			1910	2	....	.....	.....	650
Crediton, 5 Stephen	Graham, Herbert Wm. .. (Interim)			1911	1½	....	900	.....	.....
Creemore	Grainger, Luella			1911	2	2	850	.....	.....
Drayton	Scott, William W.			1909	4½	5	1,250	.....	.....
	Abel, Margaret H.			1911	2	2½	.....	.....	650
Dresden	Doupe, Henry Alvin			1909	3½	2½	1,000	.....	.....
	Laird, Florence Ethel .. (Interim)	M.A., Tor.	Mods. and Hist.	1910	2½	....	.....	.....	800
Drumbo, 11 Blenheim ...	Jenkins, Walter S. **			1910	1½	1	900	.....	.....

Dundalk	Wright, David T.			1911	5½	10	1,400		
	Dahl, Nina M.			1911	1½	3			700
Durham	Allan, Thomas			1888	23½	12	1,000		
	Fritz, Olive Euphemia (Interim)			1910	1½				700
	Belt, Ellen Madaline (Interim)	B.A., Tor.		1911	½				750
Eganville (R. C. Sep. Sch.)	McHugh, Elizabeth (Sister St. Ernestine) (II. Class)			1899	11½	11	650		
Ennismore, 4 Ennismore	O'Neill, Morgan J.			1911	½	2½	900		
	Jordan, Stella A. (Interim)			1911	½	1			600
Erin	Crehan, William H. (Temporary)			1910	2	½	950		
Exeter	Weidenhammer, Wm. B. *	B.A., Tor	Eng. and Hist., Fr. and Ger.	1908	15	6⅓	1,450		
	Robb, Eleanor M. (Interim)			1909	2½	1½			750
	Campbell, Minnie			1911	5	10½			800
Fenelon Falls	Cameron, Allan A.			1907	7½	3	1,000		
Feversham, 7 Osprey	Caverley, Evelyn R. (Temporary)			1910	1½	1	800		
Finch	Mara, Ida M. **			1911	7		1,000		
	Armstrong, Eunice (Interim)			1911	2½	2½			650
Fitzroy Harbour, 8 Fitzroy	O'Donohue, John A.			1911	6½	3	900		
Flesherton	Marcellus, Ernest			1909	5	2	1,200		
	Philp, Lula Maud (Interim)	B.A., Queen's		1911	2				750
Fort Frances	Thompson, Robt.			1910	8	10	1,350		
	Anderson, Nellie L.			1909	2⅓	3			800
Gore Bay	Hoover, E. Egbert			1910	4½	3	1,200		
	McSherry, Charlotte			1911	1½	3			700
Grand Valley	Lindsey, Edwin Herman			1909	4½	5	1,050		
	Fleming, Jean H. (Interim)			1912					550

*High School Principal's Certificate. **Interim First Class Certificate endorsed for Principalship of a Grade B Continuation School.

List of Principals and Assistants of Continuation Schools, January, 1912.—Continued

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class Certificate).	Degrees	Specialists	Date of appointment	No. of years' experience in a High or Continuation School.	No. of years in a Public School	Salaries		
							Principal	Male Assistant	Female Assistant
							$	$	$
Hanover	Magee, James A.	.....	.....	1905	8½	2	1,100	.....	.....
	Mawhinney, Frances A. (Interim)	.....	.....	1908	3½	½	....	.....	650
Harrow, 9 South Colchester	Wightman, Grace Eppie	.....	.....	1911	2	3	850	.....	.....
Havelock	Butcher, Cecil Ward	.....	.....	1910	1½	3½	1,100	.....	.....
	Dolan, Annie M.	.....	.....	1910	1	3½	.....	.....	800
Highgate, 6 Orford	Burke, Alex.	.....	.....	1911	17½	13	1,200	.....	.....
	Brigham, Olvetta	.....	.....	1909	2½	5	.....	.....	700
Huntsville	Bernath, Alfred Charles	.....	.....	1900	10½	5½	1,200	.....	.....
	Peregrine, H. May	.....	.....	1912	.....	2	.....	.....	700
Jarvis	Gesner, Mabel	.....	.....	1908	2½	2	700	.....	.....
Jockvale, 10 Nepean ..	Schumacher, Afra	.....	.....	1910	1½	4	800	.....	.....
Kars, U., 3 North Gower	Dunwoodie, Annie L.	.....	.....	1910	2½	2	750	.....	.....
Keewatin	Rogers, W. Cruess	M.A., Queen's	.....	1911	1½	3½	1,200	.....	.....
	Brown, N. Kathleen	.....	.....	1910	2	2½	.....	.....	750
Kenmore, 15 Osgoode .	Summers, Christopher	.....	.....	1910	1½	5	900	.....	.....

Kinburn. 5 Fitzroy	Dell, Bertha			1911	3½	1	800		
Lakefield	Carter, Chetwynd S.			1911	5½	2	1,100		
	Young, Madeline C.	B.A., McMaster		1911	½	2			600
Lanark	Beatty, Robert			1889	22½	8	700		
	Boland, Eva G. (Interim)			1911		2½			650
Little Current	Merkley, Arthur J. T.			1911	½	10	1,000		
Lucknow	White, Harry S.			1910	4½	20	1,250		
	McLean, Frances E.			1906	4	4			750
Malakoff, 3 Marlborough	Dunwoodie, Norma	B.A., Queen's		1911	2	5	1,000		
Manotick, 18 Osgoode	Currie, John Elgin (Temporary)			1911	½	1½	850		
Manitowaning, 2 Assiginack	Ludlow, M. Edith			1911	3	1	800		
Markdale	Clark, George A.			1910	6½	6	1,200		
	Murray, Margaret Louise (Interim)	M.A., Tor.	Eng. and Hist.	1910	1½				800
	Duff, Hugh C.	B.S.A., Tor.	(Agriculture Instructor)	1911	½			1,200	
Maxville	Taylor, May M. (Temporary)	B.A., Queen's		1912			800		
Melbourne, U. 16 Caradoc	Robinson, Wm. G. (II. Class)			1899	11½	5	800		
	Patmore, Edna J.			1910	1½	6			650
	Baker, Pearl Z. (Interim)			1912		2			650
Merlin, U. 5 Raleigh	Graham, Edna			1911	½	3	850		
Merrickville	Anglin, Sara			1908	4	10	950		
	Cowan, Lily E. (Interim)			1911	½				550
Metcalfe, 11 Osgoode	Iveson, Walter Lawton (Temporary)	B.A.		1911	½		800		
Millbrook	Hampton, David			1883	15½	25	750		
	Mitchell, May			1912	3	6			650
Milton	Inman, Wm. F.			1893	20½	11	1,000		
	Whyte, Minnie A.			1910	3½	1			750

List of Principals and Assistants of Continuation Schools, January, 1912.—Continued

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class Certificate).	Degrees	Specialists	Date of appointment	No. of years' experience in a High or Continuation School	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
Morewood	Loucks, Horatio	.....	.....	1900	9½	5	1,300	.....	.....
	Hutchison, Margaret B. . . (Interim)	.....	.....	1910	1½	1	.....	.....	700
Mount Albert, 13 East Gwillimbury ...	Scott, Rena C.	.....	.....	1911	½	2	800	.....	.....
	Blackhall, Olive .....(Interim)	.....	.....	1911	½	....	.....	.....	600
Munster, 5 Goulburn ...	Hallett, I. Oda .....(Temporary)	.....	.....	1911	½	....	700	.....	.....
New Hamburg.	Smith, James M.	.....	.....	1908	3½	6	1,100	.....	.....
	Morton, Janet M.	.....	.....	1911	1	2½	.....	.....	600
New Liskeard .	Dobbie, Isabella E.	.....	.....	1911	3	18	1,200	.....	.....
	Fox, Elizabeth J.	.....	.....	1911	1½	5	.....	.....	800
North Augusta, 17 Augusta .	Ranson, Eva Maud	.....	.....	1910	2	3	850	.....	.....
	Stafford, Inez G.	.....	.....	1910	1½	3	.....	.....	650
North Gower, 6 N'th Gower.	Craig, Margaret Emma	.....	.....	1906	5½	12	900	.....	.....
Norwich	Allingham, Thos. David, ...	M.A., Tor.	Eng., Hist. (Interim)	1911	7	14	1,000	.....	.....
	Barker, Mabel M. V.	.....	.....	1911	½	2½	.....	.....	650
Odessa, 13 Ernesttown .	Black, Luella Clare	.....	.....	1911	½	3½	1,000	.....	.....
	Stocker, Eva Rose	.....	.....	1911	½	4½	.....	.....	800
Oil Springs ..	Blake, Richard J.	.....	.....	1910	3½	2½	1,000	.....	.....
	Johnston, Mabel C. ...,(Interim)	.....	.....	1912	.....	....	.....	.....	550

Orono, 12 Clarke ...	Wise, Elsie Mary			1910	4½	3	825	.....	.....
Paisley	Bell, George B.			1906	5½	3	1,000	.....	.....
	Murray, Olive .....(Interim)			1911	1½	....	.....	.....	650
Pakenham, 4 Pakenham ..	Ellis, Mima A.	B.A., Queen's		1911	15½	6	1,200	.....	.....
	McCreary, Mary .....(Interim)			1910	1½	2	.....	.....	750
Palmerston ...	Smith, Fred. P.	M.A., Queen's	Science (Interim)	1911	3½	5	1,300	.....	.....
	White, Mabel R. .....(Interim)			1911	1½	½	.....	.....	650
Parry Sound ..	Armstrong, Wm. Gilnockie	M.A., Tor.	Eng., Mods. and Hist.	1911	15½	3	1,600	.....	.....
	Cameron, James G.			1911	10½	6	.....	1,400	.....
	Simpson, Fanny M.			1909	3½	5	.....	.....	750
Plattsville, 24 Blenheim ...	Downs, William P.			1910	1½	3	1,000	.....	.....
Port Burwell, 2 Bayham ..	Beswick, Cara			1910	1½	4	800	.....	.....
	Kirby (Mrs.) Emma			1911	2½	4	.....	.....	700
Powassan	Reid, Neil D.	B.A., Tor.		1912	.....	....	900	.....	.....
Princeton, U. 21 Blenheim.	Brackenbury, Geo. L. (Temporary)			1911	½	1¼	1,100	.....	.....
Richard's Landing	Norton, Ida			1909	7	5	800	.....	.....
Richmond	Coghlan, Florence			1911	½	2½	900	.....	.....
Ridgeway, 11 Bertie ...	Woodley, Arthur M.			1909	4½	7	1,200	.....	.....
	Johnston, E. Grace			1911	½	2	.....	.....	650
Ripley, 10 Huron ...	Willoughby, Annie J.			1911	1½	5	900	.....	.....
Rodney	McRitchie, Alexander R. ....*	B.A., Tor.	Science	1909	14½	7	1,200	.....	.....
Russell, 2 Russell ...	File, Agnes Lillian			1909	2½	6½	850	.....	.....
St. George, 8 S. Dumfries.	Green, Arthur E.			1894	17½	5	800	.....	.....

*High School Principal's Certificate.

List of Principals and Assistants of Continuation Schools, January 1912.—Continued

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class Certificate).	Degrees	Specialists	Date of appointment	No. of years' experience in a High or Continuation School	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							$	$	$
Schomberg, 14 King	Chubb, Alice B. .....(Temporary)	B.A., Tor.	Mods. and Hist. (Interim) ...	1911	1	....	725	.....	.....
Shelburne	Cooper, Alex B. .....*.....	B.A., Queen's	.....	1910	9½	8	1,400	.....	.....
	Norrish, Vera .....(Interim)	B.A., Queen's	.....	1911	½	½	.....	.....	700
	Clark, Mary	.....	.....	1910	½	2	.....	.....	700
Southampton .	Rutherford, Wilhelmina D.	.....	.....	1909	2½	2	900	.....	.....
	Bowes, Florence	.....	.....	1911	½	2	.....	.....	600
Spencerville, 15 Edwardsburg	Traver, Edith A.	.....	.....	1911	½	2	1,050	.....	.....
Springfield ...	Awde, Elgin O.	.....	.....	1911	3	2	1,000	.....	.....
	Stark, Laverna B.	.....	.....	1911	½	2½	.....	.....	650
Stayner	Bunton, George W.	.....	.....	1909	2½	3½	1,025	.....	.....
	McKee, Kathleen E. ..(Temporary)	B.A., Tor.	.....	1911	5½	....	.....	.....	600
Stella, 1 Amherst Island.	Mackenzie, Elizabeth S. ....**....	.....	.....	1908	3½	½	600	.....	.....
Stouffville	Osborne, Walter J.	.....	.....	1911	12½	30	1,100	.....	.....
	Hiscock, Reta .....(Interim)	B.A., Queen's	.....	1910	1¾	....	.....	.....	750
Tara	Gilmore, Allan	B.A., Queen's	.....	1911	6½	4	1,000	.....	.....
Tavistock	Schooley, Fred T.	.....	.....	1911	6½	7	1,000	.....	.....
Teeswater	Kinnee, Herbert Clarence	.....	.....	1911	1½	2	1,000	.....	.....
	Howie, Mabel Fortune	.....	.....	1910	1½	2½	.....	.....	700

Thamesville ..	Mark, Alfred Edward	.....	.....	1911	1½	5	1,000	.....	.....
	Eckhardt, Jessie .....(Interim)	B.A., McGill	.....	1910	1	2	.....	.....	650
Thessalon	McQuarrie, George Bruce ..**....	M.A., Tor.	Classics	1910	2½	....	1,200	.....	.....
	Burchill, (Mrs.) Jean	.....	.....	1911	7½	10	.....	.....	800
Thornbury ...	Lawr, Melvin	.....	.....	1911	2½	3	1,200	.....	.....
	McTaggart, Clara	.....	.....	1910	2	7½	.....	.....	600
Tilbury	Currie, Dougald	.....	.....	1911	6½	14	900	.....	.....
	Perry, Gertrude M.	.....	.....	1911	1	3	.....	.....	675
Tottenham ...	Clarke, Frank B.	.....	.....	1911	8½	6	1,000	.....	.....
	Guilfoyle, Annie .....(Interim)	.....	.....	1910	1½	1	.....	.....	600
Tweed	Irwin, Norman Alan .....**....	.....	.....	1911	1½	1½	1,000	.....	.....
	Hanna, Ella	.....	.....	1910	1½	4½	.....	.....	650
Wallaceburg ..	Dickenson, Edgar Urwin ....*....	B.A., Tor.	.....	1904	10½	....	1,350	.....	.....
	Tremeer, Hattie Maud	.....	.....	1907	6½	4	.....	.....	800
Warkworth, 2 Percy	Smith, H. Lloyd	.....	.....	1910	2½	6	950	.....	.....
	Barber, Vera A. .....(Interim)	.....	.....	1911	½	1	.....	.....	700
Webbwood ...	Kerr, Mrs. W. Elliott	B.A., McMaster	.....	1911	1	5¼	900	.....	.....
West Lorne ...	Kotzenmeyer, Garnet J.	.....	.....	1910	4½	1½	1,200	.....	.....
Westmeath, 2 Westmeath.	Webb, Roland D. .....**....	.....	.....	1910	1½	1½	950	.....	.....
Westport (R. C. Sep. Sch.)	Sister St. Andrew	.....	.....	1888	23	....	500	.....	.....
Westport	Griffiths, Gertrude M.	.....	.....	1910	1½	3	800	.....	.....
Wheatley, U. 4 Romney	Ritchie, Edith F.	.....	.....	1911	½	3	700	.....	.....
Winchester ...	Keenan, Edward J.	.....	.....	1908	5½	2½	1,200	.....	.....
	McIntosh, Agnes I.	.....	.....	1909	3½	3	.....	.....	700
Wroxeter	Hull, Bessie Ross	.....	.....	1910	3½	4	900	.....	.....
	Ney, Evelyn L.	.....	.....	1912	.....	2	.....	.....	550

*High School Principal's Certificate. **Interim First Class Certificate endorsed for Principalship of a Grade B Continuation School.

SUMMARY, CONTINUATION SCHOOLS, JANUARY, 1912

Number of Schools, Sex and number of Teachers. and Percentages		Salaries		University Graduates, Specialists, etc.	
Schools					
Three-teacher Schools	11	Highest Salary, Principals	$1,600	Graduates	39
Two-teacher Schools	67	" " Male Assistants	1,400	Non-Graduates	179
One-teacher Schools	51	" " Female "	800		
Number of Schools	129	Average Salary, Principals	1,000	Percentage of Graduates, 1912	17.88
Teachers		Increase for the year	108	" " 1911	15.81
Gentlemen	86	Average Salary of Assistants	702	Percentage of Non-Graduates, 1912	82.11
Ladies	132	Increase for the year	65	" " 1911	84.18
Total	218	Average Salary, Male Assistants	1,267	Specialists	4
Increase for the year	3	" " Female "	682	Interim Specialists	6
Percentage				Instructors in Agriculture	2
Gentlemen, 39.44 Ladies, 60.55					

APPENDIX V

PUBLIC LIBRARIES, LITERARY AND SCIENTIFIC INSTITUTIONS, ETC.

Report of Walter R. Nursey, Inspector of Public Libraries, Scientific Institutions and Literary and Scientific Societies in the Province of Ontario, for the Year 1911, with the Statistics of 1910.

To the Hon. R. A. Pyne, M.D., LL.D., M.P.P.,

Minister of Education, Province of Ontario.

Sir,—I have the honour to submit herewith the report on the Public Libraries, Scientific Institutions, and Literary and Scientific Societies receiving a share of the Legislative Grant for the year ended 31st December, 1910, together with additional information, tabulated and otherwise, showing the progress made in library extension in the Province.

I have the honour to be,

Sir,

Your obedient servant,

Walter R. Nursey,

Inspector of Public Libraries, etc.

Yorkville Branch, Toronto Public Library

Interior, Queen and Lisgar Branch, Toronto Public Library

WORK OF THE INSPECTOR'S BRANCH

When appointed to office September, 1909, I understood I was expected to "show results." In submitting this report I am merely presenting a workman's story, but it constitutes a more encouraging chronicle of library development than has hitherto been possible for any previous Inspector of Public Libraries of Ontario to prepare.

I make haste to say that no credit is claimed by the present Inspector, who is merely the accidental reciter of facts which are the outcome of a plan of persistent effort pursued by his predecessor, the cumulative results of whose energy he has the privilege to present in concrete form.

The tables and articles which follow showing the library activities in Ontario for the year 1911, and which have been prepared to meet the wants of many library workers, are so many texts upon each of which a score of interesting library sermons could be preached, and which would emphasize in more interesting detail the results achieved, of which this report, Sir, is merely the frame of the picture. All of this, however, has been made possible only through the forward policy instituted by the Minister of Education and his unfailing support of everything that has made for library extension in this province.

It has been found impossible in the number of printed pages which my orders forbid me to exceed to amplify the points indicated by these various summaries and columns of tabulated facts, uninviting perhaps to the uninitiated, but the outcome of months of investigation and correspondence. My pen is controlled by martingale and curb. I would say, however, that the services of the Inspector and his office assistants have been taxed overtime, not alone to keep pace with the rapidly growing demands of the entire province, but in order to keep from falling hopelessly into arrear. This compounding and insistent demand is not due to a mere revival in the library field, but to the creation of a new and honest desire on the part of the people to take advantage of the privileges extended by the government under the Public Libraries Act of 1909, which in and out of season has been untiringly expounded to them.

With the approval of the Minister, the time that would otherwise have been dedicated to a personal inspection of more libraries has this year been largely devoted to ascertaining the exact condition of all libraries as disclosed by lengthy correspondence and searching analysis of office records entailing an immense amount of time and labour, of which work the summarized statements attached give no conception whatever.

It is now claimed that the records of this office contain the exact history of almost every one of the 417 libraries on the register: Absolutely important information available for current and future reference.

As a result of these investigations a well considered process of weeding out the chronic weaklings can now be equitably proceeded with and the deserving encouraged. A library that cannot, or will not, comply with even an elastic interpretation of the Act, after constant entreaty, advice and warning, will without further warning be closed, and the reading portion of that apathetic community be supplied with Travelling Libraries until its members show that they are in a business position to reorganize on a permanent footing. The books of these dead libraries, when no wiser use for them is apparent, are allotted among those other libraries whose activities call for recognition. The discovery, assembling and distribution of the 70,000 locked up books referred to on page 511 of this report, makes I respectfully suggest, some such action imperative.

The payment of special grants under your direction to struggling but deserving rural libraries has elicited many letters of grateful acknowledgment.

Your wise extension, Sir, of additional aid for establishing Library Institutes has resulted in two more districts, the Northern and North-Western, being added to the list, making 14 Institutes held during the year at the expense of the Department in the 14 several districts into which the province for this purpose is now divided. These were organized last June when, accompanied by Mr. E. A. Hardy, the energetic Secretary of the Ontario Library Association, we held meetings at Fort William and North Bay. The value of these Institutes, where the district librarians assemble yearly, can be best estimated by reference to the attendance registers, the expressions of appreciation by the delegates and the wide-spread spirit of enthusiasm that has followed.

Your ready assent and provision for holding the first Summer Library School for Ontario marks a mile post of first importance in library extension in this province (page 545).

The encouragement and latitude given in the case of the Quarterly Bulletin of Selected Books has made possible a greatly improved list, its practical worth to librarians being noted elsewhere (page 556). From 400 to 600 additional copies are now ordered by the Superintendent of Education, for distribution among High and Continuation Schools, while a growing demand for it has developed among the library workers in the United States and Great Britain.

In respect to Travelling Libraries the call for and circulation of these during 1911 was without precedent. All previous records were eclipsed, 242 libraries having been placed in circulation as against 208 loaned in 1908, the hitherto banner year. Ontario now holds ninth place from the top in respect to the number of her Travelling Libraries, the number of books and the circulation of the same, according to the published reports of the 29 states of the United States that have adopted the system. This province during the past twelve months has moved up from fifteenth place to ninth place in the Travelling Library system of the entire continent, (page 524), and beaten the record of 20 of the 29 states of the neighbouring republic referred to. The communication from the Belgian Ambassador in London, England, asking for information as to the Travelling Library system of this province, recently received (page 530), indicates the oversea interest that is also taken in the work of this branch of the Department of Education.

The work of cataloguing the Public Libraries progresses with the best results, the books of 55 libraries in all having been catalogued by Miss Spereman (page 518), notwithstanding the interruption caused by six months engaged in helping to establish the Dewey System of Classification in the Educational Library of the Department, (page 517). This latter work is another most important feature in this year's list of library accomplishment.

From the above digest it may be seen that there has been no languid lagging. *Results have been obtained.* To-day it can be said without vain glory that the Province of Ontario occupies a most enviable position in the world's library field. The principle of Victor Hugo's broad declaration that "every school that is opened should cause a prison to be closed" can surely be applied with some relevancy to the opening of every public library in Ontario. The Minister of Education has hailed the opening of six new libraries during 1911 in this province.

Personal pride in this work, however, has received a shock by the chilling fact that blue book literature—this blue book for example—with its story of endeavour will never reach the ears of the multitude. It is not for a mere soldier in the

ranks to protest, but the action of an attendant of a Public Library in the Province who is reported to have lit his furnace with an only copy of the Inspector's last year's report, makes one disposed to ignore departmental ethics and exclaim "What's the use?" Would it be *lese majeste* to hope that some day the official chronicles of every Minister will not only be issued in the archaic and non-inviting blue wrapper, limited in respect to perusal to those immediately concerned, but that the same practice, if not the exact form, as followed by business organizations in respect to press publicity be instituted? Not with the object of exploiting persons but to allow the people a more frequent opportunity of knowing what is being undertaken and accomplished in their behalf under a progressive administration.

REFERENCES TO INSPECTOR'S WORK

You have an excellent Library Act. With a creation of a right public sentiment it ought not to be difficult to make public aid by the municipality compulsory. I shall lose no opportunity to emphasize the necessity for such an Act and Library System in my native province of Nova Scotia, and point out the good example of Ontario.—Benjamin Rand, Ph.D., Librarian Harvard University.

Your annual report seems to me to represent a prodigious amount of labour and contains information that is vitally important not only to Canadian libraries, but to anyone interested in library development. I congratulate you on being of such good service.—Mary E. Ahern, Editor, Public Libraries, Chicago.

I wish to express my thanks and appreciation of your reports and pamphlets sent me. They are most interesting reading.—Frances Hobart, Librarian, Vergennes, Vt.

Your report is extremely interesting, and I have read it from cover to cover, which is certainly a tribute from a busy person. I congratulate you on the work you are doing in Canada.—Charlotte Templeton, Sec'y League of Library Commission, Nebraska, U.S.A.

It is a matter for congratulation that such a great work is being carried on in Ontario, with regard to public libraries. I can readily believe that the awakened interest of your people is due to the policy of the Minister of Education and yourself. I live in the hope that we shall shortly witness a similar movement in British Columbia.—C. B. Scholefield, Provincial Librarian and Archivist, Victoria, B.C.

We have an inspector of libraries, who takes his office seriously. He is not merely a political office-holder, with no thought above his salary. He is a hard worker, a thorough believer in modern library methods, determined to put his province in the van of the library movement, and, a vital consideration, he has the confidence of his official chiefs, the Minister of Education and his deputy. The Minister and the Deputy Minister of Education have given many evidences of their sympathetic and practical interest in the public libraries of the province, and we can probably count on their active support in behalf of any other reasonable requests we many make, provided we justify their confidence by making proper use of the advantages already secured.—Lawrence J. Burpee, President Ontario Library Association.

THE STORY OF THE PUBLIC LIBRARIES, FREE AND ASSOCIATION, FOR THE YEAR 1911

The following New Libraries were incorporated:

Burgessville, Delta, Fullarton, Glammis, *Napier, *Rainy River, Stevensville, Victoria Road. The following libraries, temporarily closed, were re-established: Arthur and Little Britain.

The following libraries did not report for the year 1910. Should they neglect to report for the year 1911, they will be removed from the list of libraries entitled to participate in the Legislative Grant:—

Delhi, Grantham, Port Rowan, Abingdon, Belmont, Bloomsburg, Bradford, Bunyan, Claude, Cockburn Island, Dalhousie (McDonald's Corners), Fort Frances, Maple, Middleville, Shakespeare, Singhampton.

In consequence of the following libraries not having reported to the Education Department for two years and over, they have been removed from the list of libraries entitled to participate in the Legislative Grant in accordance with the Regulations:—

Allan's Mills, Avonmore, Ayton, Bervie, Brigden, Cayuga, Callender, Chapleau, Cobden, Cold Springs, Douglas, Dromore, Gravenhurst, Hawkesbury, King, Lucan, Manitowaning, Marlbank, Metcalfe, Napanee Mills, Oxford Mills, Petrolea, Pinkerton, Poland, Priceville, Rodney, Schomberg, Schreiber, Sturgeon Falls, Sunnidale, Thornhill, Thessalon, Watson's Corners, Westport.

Some of these have sent in semi-official reports during 1911, which, it is hoped, may secure their retention on the active list. Where it has been shown that, despite the reasonable efforts of the community affected the maintenance of a library was an apparent impossibility, the reading requirements of such community will, as hitherto, be met in part by Travelling Libraries until such time as the effect of a closed library will arouse the community to take active steps to reorganize and re-establish an Association Library upon a permanent footing under the provisions of the Public Libraries Act.

If events indicate that re-establishment of a library is an impossibility, the books, magazines and periodicals of any library that has received a Government Grant can under the present regulations be distributed amongst the most deserving of the struggling libraries in the discretion of the Minister, in whom the disposal of all such books is vested under the Act.

*Incorporated December, 1911.

Fergus Public Library

Children's Room, College St. Branch, Toronto Public Library

FREE

TABLE A—Receipts, Expenditure, Cost of Maintenance, Assets and Liabilities, Books

Number	Public Libraries FREE	Receipts					Expenditure	Balance on hand
		Legislative Grants	Municipal Grants	Borrowers' Tickets, etc.	Balances and other sources	Total Receipts		
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	Acton	93 51	211 00	.....	205 26	509 77	249 13	260 64
2	Ailsa Craig	64 50	50 00	.....	132 32	246 82	39 80	207 02
3	Amherstburg	214 14	325 00	53 66	330 30	923 10	728 65	194 45
4	Alton	52 07	15 00	13 88	148 91	229 86	148 02	81 84
5	Arnprior	55 48	100 00	.....	46 79	202 27	167 30	34 97
6	Aurora	58 43	150 00	.....	90 86	299 29	279 77	19 52
7	Aylmer	157 99	400 00	11 40	116 37	685 76	660 48	25 28
8	Ayr	78 97	185 00	6 60	76 16	346 73	267 50	79 23
9	Beeton	.....	150 00	8 00	11 45	169 45	155 91	13 54
10	Belleville	260 00	1,800 00	.....	262 52	2,322 52	2,224 66	97 86
11	Berlin	260 00	3,156 00	.....	213 08	3,629 08	3,548 83	80 25
12	Bracebridge	158 54	811 21	32 25	73 14	1,075 14	997 57	77 57
13	Brampton	241 88	1,000 00	.....	134 09	1,375 97	1,206 35	169 62
14	Brantford	260 00	4,886 00	.....	1,133 03	6,279 03	5,718 98	560 05
15	Brighton	67 02	195 00	.....	4 16	266 18	262 41	3 77
16	Brockville	260 00	1,200 00	16 00	216 41	1,692 41	1,673 22	19 19
17	Brussels	70 13	289 00	77 00	427 97	864 10	690 54	173 56
18	Burk's Falls	56 95	300 00	2 25	52 68	411 88	275 26	136 62
19	Caledon	23 96	15 00	3 50	2 50	44 96	44 03	0 93
20	Camden East	38 00	85 00	0 25	5 71	128 96	112 30	16 66
21	Cardinal	56 49	150 00	1 00	37 06	244 55	177 60	66 95
22	Carleton Place	157 71	300 00	.....	197 20	654 91	499 29	155 62
23	Chatham	219 01	1,733 04	59 20	945 00	2,956 25	2,353 30	602 95
24	Chesley	110 59	230 00	16 31	133 46	490 36	327 55	162 81
25	Clifford	75 55	100 00	15 80	20 01	211 36	211 36	.....
26	Clinton	198 54	280 00	.....	533 17	1,011 71	974 06	37 65
27	Collingwood	260 00	1,850 00	.....	885 72	2,995 72	2,988 02	7 70
28	Copper Cliff	52 64	150 00	.....	45 28	247 92	204 05	43 87
29	Cornwall	128 27	700 00	.....	33 31	861 58	850 74	10 84
30	Deseronto	54 68	300 00	.....	196 11	550 79	386 16	164 63
31	Drayton	56 86	150 00	30 00	121 08	357 94	310 17	47 77
32	Dundas	84 54	950 00	9 66	242 86	1,287 06	1,287 06	.....
33	Elmira	96 03	289 00	.....	183 74	568 77	433 12	135 65
34	Elora	92 17	278 14	.....	300 18	670 49	670 48	0 01
35	Erin	34 66	75 00	2 50	2 70	114 86	111 17	3 69
36	Essex	86 82	350 00	.....	16 16	452 98	423 72	29 26
37	Exeter	98 79	130 00	31 00	12 00	271 79	236 58	35 21
38	Fergus	21 74	250 00	5 30	914 82	1,191 86	1,162 69	29 17
39	Forest	73 93	346 00	34 15	24 17	478 25	454 80	23 45
40	Fort William	260 00	4,300 00	.....	248 80	4,808 80	4,156 11	652 69
41	Galt	260 00	2,258 75	9 25	316 03	2,844 03	2,720 38	123 65
42	Garden Island	112 38	250 00	27 50	267 35	657 23	438 56	218 67
43	Georgetown	103 26	200 00	6 00	140 22	449 48	328 03	121 45
44	Glencoe	26 72	100 00	9 95	8 69	145 36	145 36	.....
45	Goderich	152 77	905 00	.....	472 60	1,530 37	1,154 91	375 46
46	Grand Valley	92 79	207 26	.....	82 48	382 53	362 97	19 56
47	Grimsby	83 08	400 00	1 00	124 85	608 93	561 99	46 94
48	Guelph	260 00	2,800 00	.....	680 52	3,740 52	3,612 99	127 53
49	Hagersville	27 45	190 83	9 80	20 00	248 08	229 28	18 80
50	Hamilton	260 00	20,350 00	.....	30,798 74	51,408 74	47,603 63	3,805 11
51	Hanover	88 22	255 70	21 11	216 21	581 24	518 01	63 23
52	Harriston	78 01	225 00	6 50	163 62	473 13	409 33	63 80
53	Hensall	59 94	120 00	30 50	41 74	252 18	212 46	39 72
54	Hespeler	92 34	300 00	.....	207 91	600 25	408 62	191 63
55	Ingersoll	156 34	1,050 00	.....	254 40	1,460 74	1,144 07	316 67
56	Kenora	80 75	600 00	.....	415 02	1,095 77	1,012 08	83 69

LIBRARIES

and Circulation, etc., of FREE Public Libraries for the year ending 31st Dec., 1910

Number	Maintenance		Number of Borrowers	Number of volumes in library	Number of volumes issued	Number of newspapers and magazines	Assets	Liabilities	Population
	Rent, Light and Heating	Salaries							
	$ c.	$ c.					$ c.	$ c.	
1	.....	75 75	269	2,941	5,900	.....	3,329 10	.....	1,880
2	.....	15 80	170	2,938	3,392	.....	2,682 02	.....	700
3	82 11	202 00	654	5,289	15,412	31	10,614 45	.....	2,500
4	30 60	20 00	*	4,680	3,670	.....	5,101 84	.....	500
5	.....	75 00	263	2,900	3,895	.....	1,433 97	.....	4,500
6	18 95	83 44	427	3,413	6,594	14	3,886 52	820 00	2,000
7	.....	102 00	583	5,759	11,349	32	5,135 28	65 00	2,238
8	70 62	75 00	305	3,551	6,477	22	2,064 23	.....	833
9	25 00	25 00	73	2,160	689	.....	744 00	....	775
10	371 68	960 00	2,427	6,791	35,140	55	45,097 86	.....	10,020
11	478 95	1,802 00	1,672	10,001	29,690	108	42,122 11	.....	14,600
12	224 37	400 00	588	4,782	9,323	22	13,786 56	.....	2,779
13	244 75	386 00	665	5,870	19,357	37	16,442 62	.....	3,600
14	597 91	2,669 62	5,120	24,427	100,878	96	57,560 05	.....	21,964
15	43 50	109 98	325	3,593	5,202	27	1,816 27	18 33	1,450
16	101 60	704 83	2,558	12,340	21,593	64	23,419 19	85 75	9,435
17	213 62	123 75	296	3,856	6,209	27	10,173 56	.....	1,200
18	180 00	.....	275	2,760	3,148	12	1,251 62	.....	1,000
19	2 50	.....	130	3,832	2,351	.....	2,902 82	.....	750
20	31 35	33 00	170	2,056	4,458	9	1,139 33	177 79	275
21	53 50	45 00	224	5,077	4,567	15	1,196 95	.....	1,200
22	.....	194 00	350	5,415	7,993	27	3,955 62	.....	3,800
23	299 07	1,088 86	1,112	7,730	24,991	42	28,796 58	.....	10,517
24	109 22	86 50	205	2,791	5,124	18	1,312 81	.....	2,000
25	.....	25 00	338	4,617	3,461	.....	2,754 15	5 41	1,000
26	173 10	208 25	512	6,246	17,724	48	13,537 65	.....	2,300
27	376 45	813 25	675	7,072	16,810	45	24,341 24	103 37	7,291
28	.....	.....	219	1,134	4,008	.....	900 69	.....	2,500
29	123 23	375 90	914	4,851	17,206	53	12,871 63	70 13	6,242
30	.....	162 00	600	5,852	12,648	20	3,774 63	.....	1,998
31	41 08	68 73	278	3,116	4,626	13	1,892 77	23 00	900
32	430 21	566 08	193	7,081	1,341	34	15,000 00	25 06	4,000
33	118 07	43 75	308	3,113	3,720	24	2,574 34	.....	1,810
34	112 24	106 25	403	8,020	8,564	18	7,000 00	150 00	1,200
35	.....	30 00	147	2,363	3,890	.....	1,750 82	.....	526
36	133 65	100 00	320	2,778	5,351	22	2,829 26	.....	1,295
37	.....	105 00	345	4,893	7,034	24	2,560 21	.....	1,606
38	13 25	90 00	400	5,269	3,412	18	13,629 17	.....	1,500
29	177 28	100 00	460	4,572	5,725	16	3,773 45	62 90	1,650
40	.....	1,060 00	1,791	5,370	42,201	48	*	*	19,858
41	434 78	890 00	3,100	8,617	46,275	74	34,623 65	1,000 00	9,716
42	149 37	75 00	101	6,121	1,241	34	4,773 64	.....	175
43	50 20	100 00	400	3,269	9,009	21	2,821 45	.....	1,629
44	25 00	75 00	112	2,758	1,176	.....	1,200 00	8 89	1,000
45	283 68	330 00	725	5,107	13,913	42	12,275 46	.....	4,630
46	84 00	40 00	231	3,265	3,876	23	2,069 56	.....	900
47	92 62	159 00	900	*	959	32	4,046 94	.....	1,500
48	400 20	816 61	2,036	15,547	41,366	86	39,543 53	.....	14,060
49	68 83	87 50	53	2,140	4,232	12	1,128 96	8 90	1,600
50	1,805 49	7,411 77	21,090	43,551	215,934	371	157,002 09	50,000 00	73,538
51	171 25	130 75	262	1,612	3,498	17	1,284 43	15 00	2,523
52	.....	120 00	472	3,374	7,495	35	12,063 80	.....	2,000
53	25 00	60 00	220	1,938	3,590	.....	1,650 37	.....	875
54	.....	225 00	515	4,231	10,427	25	2,941 63	.....	2,518
55	181 02	352 77	1,000	5,694	18,833	25	12,616 67	.....	4,847
56	600 00	140 00	296	3,771	8,760	.....	3,779 37	.....	5,246

*Not reported.

FREE LIBRARIES

TABLE A—Receipts, Expenditure, Cost of Maintenance, Assets and Liabilities, Books

Number	Public Libraries FREE	Receipts					Expenditure	Balance on hand
		Legislative grants	Municipal grants	Borrowers' Tickets, etc.	Balances and other sources	Total receipts		
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
57	Kemptville	154 56	323 00	2 00	70 98	550 54	456 28	94 26
58	Kincardine	92 77	530 00	.....	115 92	738 69	564 32	174 37
59	Kingsville	87 17	300 00	.....	79 51	466 68	424 99	41 69
60	Lakefield	74 20	144 67	.....	13 22	232 09	219 06	13 03
61	Lanark	39 79	115 00	.....	23 52	178 31	163 69	14 62
62	Lancaster	10 00	52 11	.....	1 12	63 23	58 75	4 48
63	Leamington	45 43	1,420 00	40 56	210 03	1,716 02	1,687 08	28 94
64	Lindsay	260 00	1,358 83	14 38	393 37	2,026 28	1,834 17	192 11
65	Listowel	118 99	500 00	51 67	33 16	703 82	698 84	4 98
66	London	260 00	12,064 00	.....	853 78	13,177 78	13,098 95	78 83
67	Lucknow	30 75	180 00	19 10	19 70	249 55	225 24	24 31
68	Markdale	95 79	158 00	19 60	21 20	294 59	266 98	27 61
69	Merrickville	20 00	200 00	4 95	91 38	316 33	316 33	.....
70	Merritton	15 00	100 00	.....	160 82	275 82	160 63	115 19
71	Midland	134 25	555 00	.....	74 11	763 36	635 51	127 85
72	Millbrook	121 07	175 00	.....	133 89	429 96	355 37	74 59
73	Milverton	22 56	200 00	8 38	160 27	391 21	361 57	29 64
74	Mitchell	78 81	600 00	25 25	2,921 13	3,625 19	3,467 26	157 93
75	Mount Forest	83 47	369 00	2 50	430 87	885 84	428 76	457 08
76	New Liskeard	173 15	.....	.....	172 12	345 27	303 34	41 93
77	Newmarket	102 21	275 00	6 05	22 91	406 17	406 17	.....
78	Niagara Falls	244 67	1,700 00	63 35	388 36	2,396 38	2,163 14	233 24
79	North Bay	122 20	500 00	.....	76 31	698 51	449 73	248 78
80	North Toronto	133 20	200 00	.....	274 92	608 12	607 03	1 09
81	Orangeville	153 66	912 65	.....	317 07	1,383 38	1,249 53	133 85
82	Orillia	154 82	1,000 00	.....	435 83	1,590 65	850 15	740 50
83	Oshawa	161 58	1,225 00	3 00	298 88	1,688 46	1,465 48	222 98
84	Ottawa	260 00	18,000 00	.....	2,146 84	20,406 84	17,783 05	2,623 79
85	Otterville	15 00	74 14	.....	140 55	229 69	77 84	151 85
86	Paisley	98 20	205 00	20 55	3 73	327 48	306 83	20 65
87	Palmerston	103 46	360 00	.....	374 62	838 08	825 31	12 77
88	Paris	167 40	799 70	.....	313 37	1,280 47	1,232 92	47 55
89	Parkhill	10 00	35 00	.....	110 96	155 96	140 20	15 76
90	Parry Sound	175 80	400 00	32 00	66 11	673 91	523 72	150 19
91	Pembroke	260 00	840 00	.....	913 64	2,013 64	1,230 97	782 67
92	Penetanguishene	141 30	700 00	38 00	182 45	1,061 75	1,057 41	4 34
93	Perth	159 28	900 00	8 00	241 69	1,308 97	1,099 63	209 34
94	Picton	257 95	1,000 00	17 00	274 97	1,549 92	1,541 54	8 38
95	Port Arthur	206 35	1,305 97	246 50	39 57	1,798 39	1,645 40	152 99
96	Port Carling	48 93	124 69	9 70	0 80	184 12	163 58	20 54
97	Port Colborne	40 50	100 00	.....	147 65	288 15	157 87	130 28
98	Port Elgin	129 59	315 17	18 50	448 53	911 79	887 45	24 34
99	Port Hope	30 42	727 32	.....	60 06	817 80	817 80	.....
100	Prescott	142 82	250 00	.....	97 43	490 25	441 89	48 36
101	Preston	90 35	769 20	.....	4,573 03	5,432 58	4,040 36	1,392 22
102	Renfrew	45 50	300 00	.....	296 92	642 42	502 77	139 65
103	Richmond Hill	64 53	160 00	.....	24 77	249 30	239 95	9 35
104	Ridgeway	64 41	40 00	19 90	55 00	179 31	159 12	20 19
105	Sault Ste. Marie	243 69	1,000 00	200 80	218 40	1,662 89	1,662 89	.....
106	Sarnia	260 00	2,192 38	.....	872 58	3,324 96	2,828 77	496 19
107	Seaforth	158 38	380 00	16 25	119 00	673 63	597 80	75 83
108	Shelburne	108 40	200 00	.....	153 53	461 93	333 34	128 59
109	Simcoe	227 65	631 83	.....	396 58	1,256 06	1,093 31	162 75
110	Smith's Falls	185 96	1,100 00	.....	163 44	1,449 40	1,267 74	181 66
111	Stayner	19 05	75 00	.....	12 06	106 11	91 12	14 99
112	Stirling	72 04	150 00	.....	94 80	316 84	206 67	110 17

—Cont nued

and Circulation, etc., of FREE Public Libraries for the year ending 31st Dec., 1910

Number.	Maintenance.		Number of Borrowers	Number of volumes in library.	Number of volumes issued.	Number of newspapers and magazines	Assets	Liabilities	Population
	Rent, light and heating.	Salaries.							
	$ c.	$ c.					$ c.	$ c.	
57	87 80	95 00	385	2,636	9,215	28	2,279 61	10 50	1,337
58	112 04	205 00	509	3,837	9,646	23	8,299 37	150 00	2,772
59	113 06	125 00	210	2,753	4,965	24	1,891 69	60 00	1,750
60	.....	50 00	175	1,812	2,534	21	723 03	10 00	1,378
61	5 75	50 00	164	2,111	2,103	.....	1,598 09	.....	715
62	24 00	26 00	192	3,667	2,193	12	5,054 48	.....	620
63	80 00	155 00	649	3,058	10,168	29	3,248 94	13 33	2,512
64	338 76	585 49	1,324	5,857	24,167	63	16,830 11	205 36	7,725
65	108 18	260 00	700	3,890	7,884	22	12,004 98	.....	2,400
66	727 59	4,108 55	6,157	25,436	146,795	159	80,056 68	29,000 00	50,000
67	.....	119 10	191	2,580	2,179	9	1,574 31	.....	1,111
68	.....	90 00	183	3,490	4,784	17	2,927 61	.....	1,000
69	84 00	50 00	156	3,228	4,311	.....	2,510 00	11 35	1,100
70	.....	84 00	600	2,310	4,966	.....	1,739 85	.....	1,500
71	106 15	168 00	790	4,227	14,102	23	2,717 85	.....	4,232
72	59 95	60 00	241	2,300	6,435	27	1,924 59	200 00	800
73	28 03	131 80	143	2,041	2,649	.....	1,957 06	.....	900
74	93 63	350 00	252	4,844	10,587	22	5,656 55	.....	1,776
75	100 00	45 00	330	3,715	6,800	13	4,158 23	.....	2,300
76	.....	100 00	280	2,346	4,608	.....	2,189 96	.....	3,000
77	106 05	120 00	930	2,286	11,671	30	1,647 10	.....	3,200
78	249 14	1,000 50	1,500	8,652	22,140	44	26,156 03	.....	10,036
79	.....	195 00	626	2,681	5,419	6	3,323 78	.....	6,358
80	.....	70 00	317	894	4,129	18	695 09	.....	5,000
81	294 08	360 00	600	4,345	10,203	51	17,633 85	.....	2,351
82	.....	335 00	998	5,582	20,039	22	5,813 87	.....	5,703
83	370 17	471 58	908	3,586	17,299	39	5,322 98	.....	6,400
84	1,518 77	7,680 95	19,500	48,977	212,933	158	195,400 00	83,000 00	90,000
85	.....	24 00	85	1,026	580	.....	811 12	.....	500
86	15 75	130 20	230	5,146	5,808	21	3,470 65	.....	827
87	207 62	328 70	449	2,446	6,514	28	13,810 77	135 00	1,820
88	181 29	330 00	310	9,160	12,449	46	14,047 55	.....	4,000
89	.....	30 00	390	2,597	2,630	.....	1,487 11	.....	1,500
90	120 00	104 00	469	2,561	7,973	.....	1,950 19	10 00	3,900
91	207 40	275 00	2,204	1,862	20,421	37	2,282 67	91 46	5,500
92	135 85	207 56	375	5,109	7,284	27	17,704 34	.....	3,600
93	224 75	373 13	715	3,309	15,805	38	15,432 23	124 35	3,500
94	209 85	625 00	1,300	4,929	20,666	39	16,338 38	.....	3,468
95	397 00	491 70	413	4,242	10,973	34	5,337 53	.....	13,214
96	.....	85 00	105	1,946	2,098	16	866 54	.....	350
97	.....	70 00	450	2,580	5,575	.....	1,932 53	.....	1,400
98	163 14	400 00	351	4,032	10,707	26	11,574 34	.....	1,400
99	80 20	199 51	322	5,180	11,539	44	.....	.....	4,782
100	.....	150 00	633	6,475	11,889	20	5,198 36	.....	2,775
101	97 45	150 00	682	7,501	9,769	35	20,450 00	3,400 00	3,504
102	180 00	52 50	302	4,155	7,901	.....	4,014 65	.....	3,689
103	.....	85 00	150	3,754	3,078	20	1,749 35	.....	697
104	.....	36 00	199	1,733	2,683	.....	2,412 47	.....	600
105	243 10	744 00	750	2,643	23,320	33	2,306 00	1 03	10,000
106	379 61	1,108 36	4,362	7,993	30,124	69	29,188 15	.....	10,000
107	39 50	187 50	447	5,732	12,320	18	2,175 83	.....	2,142
108	.....	81 00	212	3,238	5,860	27	2,683 59	.....	1,200
109	72 05	330 00	1,076	8,035	15,326	46	7,562 75	.....	3,700
110	307 97	392 95	1,339	5,578	21,956	45	19,081 66	.....	6,003
111	.....	60 00	380	2,061	4,271	.....	1,481 98	.....	1,100
112	42 51	50 00	301	1,180	4,604	.....	822 13	.....	900

FREE LIBRA=

TABLE A—Receipts, Expenditure, Cost of Maintenance, Assets and Liabilities, Books

Number	Public Libraries FREE	Receipts					Expenditure	Balance on hand
		Legislative grants	Municipal grants	Borrowers' Tickets, etc.	Balances and other sources	Total receipts		
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
113	Stouffville	89 94	170 00	6 20	72 56	333 70	287 11	46 59
114	Stratford	260 00	1,500 00	9 00	607 08	2,376 08	2,376 08	.....
115	Streetsville	95 85	160 00	.....	63 08	318 93	180 35	138 58
116	St. Catharines	260 00	2,800 00	.....	335 83	3,395 83	3,016 78	379 05
117	St. Mary's	154 42	750 00	.....	159 05	1,063 47	912 83	150 64
118	St. Thomas	260 00	2,701 00	88 35	1,022 93	4,072 28	3,514 61	557 67
119	Tara	65 69	155 00	13 15	121 02	354 86	224 05	130 81
120	Thorold	62 84	400 00	.....	60 04	522 88	410 94	111 94
121	Toronto	*321 26	58,565 19	712 30	25,564 32	85,163 07	74,614 09	10,548 98
122	Trenton	.....	.....	.....	74 09	74 09	65 84	8 25
123	Uxbridge	78 86	275 00	25 00	292 35	671 21	671 21	.....
124	Walkerville	259 70	2,349 66	33 30	1,865 60	4,508 26	2,295 36	2,212 90
125	Wallaceburg	130 00	628 86	.....	483 72	1,242 58	1,013 80	228 78
126	Waterloo	216 94	1,025 00	.....	422 35	1,664 29	1,664 29	.....
127	Watford	82 67	185 00	.....	118 47	386 14	382 65	3 49
128	Windsor	260 00	5,000 00	.....	179 70	5,439 70	5,059 37	380 33
129	Wingham	146 82	428 93	104 22	0 10	680 07	674 17	5 90
130	Woodstock	260 00	2,300 00	.....	157 08	2,717 08	2,716 92	0 16
131	Wroxeter	48 13	130 00	.....	121 61	299 74	214 97	84 77
	Totals	16,449 82	196,262 93	2,430 83	95,045 36	310,188 94	274,702 43	35,486 51

* $61.26 of this amount was paid on account of West Toronto Junction Library taken over by Toronto Public Library.

RIES—Continued.

and Circulation, etc., of FREE Public Libraries for the year ending 31st Dec., 1910

Number	Maintenance		Number of Borrowers	Number of volumes in library	Number of volumes issued	Number of newspapers and magazines	Assets	Liabilities	Population
	Rent, light and heating	Salaries							
	$ c.	$ c.					$ c.	$ c.	
113	19 00	125 00	664	4,857	9,455	27	4,796 59	.....	1,000
114	351 41	777 25	1,645	10,457	38,207	68	19,337 00	188 30	14,848
115	13 92	.....	460	2,395	4,396	23	3,188 58	162 00	600
116	443 64	1,526 00	3,591	11,848	40,044	65	41,479 83	.....	12,460
117	162 95	400 00	700	7,138	22,323	34	12,550 64	912 83	3,412
118	446 20	1,488 33	1,784	9,908	41,891	66	10,192 32	.....	15,500
119	20 00	65 00	119	1,675	2,409	11	2,030 81	.....	538
120	114 00	149 00	594	5,893	8,130	16	5,960 38	105 00	2,119
121	5,942 63	26,281 57	10,491	158,585	692,665	626	924,192 45	44,777 92	342,000
122	19 84	40 00	413	1,312	1,540	5	*	.....	3,994
123	194 22	150 00	615	6,246	6,911	34	9,350 00	130 88	1,700
124	414 51	540 00	648	4,388	20,355	45	9,655 89	.....	3,048
125	113 40	310 00	472	5,125	16,127	37	3,535 70	.....	4,000
126	163 47	491 00	700	8,653	13,788	58	9,204 68	177 75	4,516
127	105 72	100 00	390	3,353	6,021	25	1,603 49	28 00	1,214
128	375 22	1,875 11	1,614	19,259	50,037	84	51,418 18	.....	17,534
129	123 00	166 57	684	4,564	10,690	55	2,965 90	.....	2,385
130	335 47	898 00	1,705	8,211	30,423	52	28,390 88	4,254 80	9,500
131	10 00	50 00	187	5,193	3,229	.....	4,709 84	35 83	450
	26,532 09	83,769 85	143,764	880,748	2,783,439	4,698	2,455,048 64	219,835 22	1,037,814

*Not reported.

TABLE B—Receipts, Expenditure, Cost of Maintenance, Assets and Liabilities, for the year ending

Number	PUBLIC LIBRARY ASSOCIATIONS	Receipts					Expenditure	Balance on hand
		Legislative grants	Municipal grants	Members' fees	Balances and other sources	Total receipts		
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	Abingdon	.....	.....	.....	11 87	11 87	6 00	5 87
2	Admaston	10 00	.....	10 00	21 94	41 94	33 32	8 62
3	Alma	26 96	21 00	46 53	21 62	116 11	75 49	40 62
4	Almonte	70 33	.....	100 00	77 19	247 52	192 33	55 19
5	Angus	10 00	25 00	10 00	35 25	80 25	28 55	51 70
6	Arkona	19 65	25 00	25 06	85 17	154 88	114 42	40 46
7	Arthur	65 48	200 00	46 50	.....	311 98	294 78	17 20
8	Atwood	.....	20 00	3 85	6 38	30 23	30 23	.....
9	Auburn	39 23	45 00	28 90	45 43	158 56	138 25	20 31
10	Badjeros	5 00	10 00	4 00	44 09	63 09	61 38	1 71
11	Barrie	92 90	250 00	214 25	119 85	677 00	668 16	8 84
12	Bath	62 19	.....	42 75	85 04	189 98	144 25	45 73
13	Bayham	5 00	.....	3 50	0 09	8 59	8 50	0 09
14	Baysville	23 46	.....	8 75	6 62	38 83	36 38	2 45
15	Beachville	15 00	50 00	26 50	79 61	171 11	152 69	18 42
16	Beamsville	55 26	35 00	86 50	267 88	444 64	361 29	83 35
17	Beaverton	52 28	60 00	89 00	4 98	206 26	191 26	15 00
18	Belfountain	.....	15 00	13 00	3 95	31 95	31 95	.....
19	Belmont	10 00	.....	22 00	38 50	70 50	41 50	29 00
20	Belwood	42 07	25 00	26 50	6 69	100 26	100 12	0 14
21	Blenheim	110 84	190 00	147 92	17 18	465 94	455 94	10 00
22	Bloomsburg	.....	.....	.....	.....	.....	.....	.....
23	Blyth	15 00	.....	15 00	140 91	170 91	31 35	139 56
24	Bobcaygeon	81 35	75 00	48 05	97 29	301 69	276 07	25 62
25	Bolton	75 60	75 00	62 00	2 95	215 55	215 52	0 03
26	Bothwell	45 54	100 00	19 09	106 10	270 73	127 29	143 44
27	Bowmanville	54 16	225 00	103 00	527 93	910 09	654 32	255 77
28	Bracondale	75 77	.....	40 10	13 15	129 02	124 39	4 63
29	Bridgeburg	35 88	100 00	50 75	46 15	232 78	220 89	11 89
30	Brooklin	15 00	50 00	26 25	113 62	204 87	105 25	99 62
31	Brownsville	60 35	50 00	51 00	79 51	240 86	116 67	124 19
32	Brucefield	63 61	50 00	43 70	112 46	269 77	268 28	1 49
33	Burgessville	.....	75 00	51 25	99 06	225 31	174 20	51 11
34	Burlington	79 17	150 00	105 00	224 48	558 65	451 71	106 94
35	Caledonia	10 00	65 55	.....	3 49	79 04	77 05	1 99
36	Cambray	42 42	40 00	25 00	33 46	140 88	88 19	52 69
37	Camlachie	.....	20 00	104 00	50 00	174 00	172 50	1 50
38	Campbellford	105 64	150 00	118 00	14 10	387 74	365 42	22 32
39	Canfield	10 00	.....	15 50	27 57	53 07	52 39	0 68
40	Cannington	35 61	60 00	47 15	1 07	143 83	118 13	25 70
41	Cargill	87 41	50 00	25 75	62 72	225 88	200 70	25 18
42	Carp	22 85	10 00	22 80	24 21	79 86	57 18	22 68
43	Chatsworth	63 61	.....	42 55	81 22	187 38	124 75	62 63
44	Cheapside	34 14	.....	20 75	18 42	73 31	55 16	18 15
45	Chesterville	.....	.....	.....	380 91	380 91	375 48	5 43
46	Clarksburg	33 13	25 00	26 50	35 63	120 26	120 26	.....
47	Claremont	45 66	45 00	27 25	32 86	150 77	119 51	31 26
48	Cobourg	170 55	100 00	234 50	110 28	615 33	596 83	18 50
49	Colborne	10 00	.....	26 00	47 50	83 50	82 75	0 75
50	Coldstream	41 03	10 00	17 80	31 12	99 95	84 95	15 00
51	Comber	89 17	133 69	35 08	105 00	362 94	260 25	102 69
52	Cookstown	10 00	10 00	21 57	64 63	106 20	102 16	4 04
53	Copleston	5 00	.....	5 25	3 00	13 25	13 25	.....
54	Corkery	.....	.....	.....	40 00	40 00	39 23	0 77

* Not reported.

Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS 31st December, 1910

Number	Maintenance: Rent, light and heating	Maintenance: Salaries	Number of members	Number of volumes in library	Number of volumes issued	Number of newspapers and magazines	Assets	Liabilities	Population
	$ c.	$ c.					$ c.	$ c.	
1	.....	6 00	*	309	222	.....	*	*	*
2	.....	12 00	75	1,335	765	.....	788 62	.....	†2,500
3	20 50	20 00	120	1,546	1,171	.....	909 27	27 14	350
4	.....	61 50	100	3,856	2,300	16	4,224 79	.....	2,700
5	.....	25 00	60	682	663	.....	391 70	.....	500
6	30 25	15 00	150	2,526	1,760	7	1,340 46	.....	500
7	150 00	50 50	63	3,351	1,395	4	2,267 20	.....	1,200
8	10 00	13 03	*	1,353	*	.....	1,000 00	7 20	750
9	50 00	55 70	104	1,269	1,322	7	887 76	.....	500
10	15 00	.....	13	661	124	.....	*	.....	†2,500
11	60 68	245 00	250	6,231	10,765	31	5,439 84	350 00	6,635
12	100 00	.....	89	868	4,894	13	615 78	.....	390
13	.....	8 50	5	739	163	.....	375 09	7 75	350
14	.....	8 75	37	587	330	.....	372 45	.....	200
15	16 33	43 45	57	1,430	1 103	.....	1,091 21	.....	450
16	75 86	45 50	95	3,371	3,820	7	2,878 35	.....	971
17	75 80	45 00	185	1,687	1,386	21	1,435 48	.....	1,200
18	13 05	12 00	20	1,417	300	.....	616 00	.....	100
19	.....	25 00	*	1,226	558	.....	1,115 34	37 00	700
20	.....	25 00	52	2,080	2,320	.....	1,731 89	.....	215
21	95 00	133 25	219	4,519	7,541	26	3,654 00	.....	1,375
22	.....	.....	15	195	28	.....	55 00	.....	50
23	.....	25 00	102	2.319	1,084	.....	938 42	.....	750
24	69 50	52 25	103	2,780	3,539	18	2,603 62	.....	965
25	40 00	60 00	124	2,771	3,643	21	1,994 64	.....	1,000
26	.....	48 00	165	2,253	4,516	.....	1,868 44	.....	751
27	125 00	126 00	103	4,961	5,029	26	4,046 16	.....	2,761
28	.....	25 00	242	1,777	4,142	.....	1,490 29	.....	5,000
29	.....	50 00	112	1,551	2,112	.....	1,411 89	.....	1,610
30	2 60	25 00	134	2,653	2,647	12	1,529 62	.....	†1,780
31	15 01	45 00	148	567	2,147	.....	537 50	.....	300
32	.....	30 00	112	1,432	2,486	.....	1,199 80	85 00	225
33	30 00	.....	52	250	305	.....	187 21	3 35	200
34	66 55	125 00	210	3,227	5,625	12	9,306 94	.....	2,000
35	11 55	30 00	149	2,637	581	.....	1,001 99	.....	1,200
36	.....	40 00	94	1,484	1,864	.....	1,151 67	.....	250
37	5 33	.....	104	285	589	.....	175 13	16 25	†3,350
38	80 00	100 00	175	3,590	5,514	28	2,537 32	.....	2,900
39	.....	28 00	80	842	400	.....	517 06	.....	151
40	13 85	72 00	60	2,433	3,253	13	2,320 22	.....	1,050
41	33 25	15 00	103	2,753	3,070	.....	2,380 88	.....	250
42	.....	40 00	45	1,464	1,046	.....	880 29	40 00	500
43	.....	34 00	123	3,114	7,301	11	2,252 69	34 00	450
44	4 00	.....	100	1,969	1,136	.....	1,481 85	.....	100
45	.....	25 00	152	467	*	.....	*	*	841
46	.....	15 00	53	1,150	2,295	16	*	42	500
47	.....	30 00	121	2,208	3,133	.....	2,457 80	.....	400
48	49 40	164 97	322	4,637	16,942	44	2,918 50	26 85	5,250
49	26 00	15 00	67	1,800	1,250	7	775 75	.....	1,100
50	15 00	.....	77	1,565	1,533	6	777 00	.....	100
51	36 63	36 00	77	2,797	1,631	7	2,198 89	.....	600
52	0 75	28 50	41	1,673	844	.....	1,145 00	257 20	475
53	0 65	5 25	46	1,167	787	.....	*	.....	271
54	.....	20 00	110	435	1,130	.....	342 07	.....	500

* Not reported. † Population of Township.

TABLE B—Receipts, Expenditure, Cost of Maintenance, Assets and Liabilities, for the year ending

Number	PUBLIC LIBRARY ASSOCIATIONS	Receipts					Expenditure	Balance on hand
		Legislative grants	Municipal grants	Members' fees	Balances and other sources	Total receipts		
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
55	Creemore	17 51	25 00	3 00	8 58	54 09	23 00	31 09
56	Depot Harbour	40 37	.....	76 20	29 99	146 56	104 49	42 07
57	Don	28 61	25 00	7 50	43 29	104 40	92 79	11 61
58	Dorchester	19 37	.....	29 70	70 61	119 68	60 65	59 03
59	Drumbo	75 73	50 00	54 00	.....	179 73	166 09	13 64
60	Dryden	.....	25 00	24 30	15 66	64 96	58 36	6 60
61	Duart	10 00	25 00	9 00	.....	44 00	44 00	.....
62	Dunnville	107 35	196 00	90 40	2 40	396 15	395 35	0 80
63	Dungannon	28 77	30 00	39 00	6 63	104 40	101 99	2 41
64	Dunvegan	30 69	.....	19 00	4 62	54 31	43 91	10 40
65	Durham	56 81	100 00	77 00	35 11	268 92	242 30	26 62
66	Dutton	105 88	100 00	40 50	124 00	370 38	219 62	150 76
67	Easton's Corners	10 00	.....	12 50	68 04	90 54	60 52	30 02
68	Elmvale	31 37	10 00	59 00	1 26	101 63	91 06	10 57
69	Elmwood	32 79	30 00	16 30	23 32	102 41	92 35	10 06
70	Elphin	.....	.....	.....	9 70	9 70	9 70	.....
71	Embro	59 96	85 00	48 25	172 32	365 53	296 54	68 99
72	Emsdale	.....	.....	.....	.....	.....	.....	.....
73	Ennotville	59 12	25 00	17 75	149 94	251 81	177 18	74 63
74	Ethel	10 00	35 00	9 75	34 73	89 48	44 85	44 63
75	Fenelon Falls	46 19	115 00	94 50	259 16	514 85	347 73	167 12
76	Fonthill	68 66	50 00	25 50	16 24	160 40	114 14	46 26
77	Forester's Falls	33 38	15 00	28 50	23 34	100 22	87 91	12 31
78	Fort Erie	42 23	100 00	50 00	225 30	417 53	261 20	156 33
79	Frankford	76 58	.....	32 75	198 68	308 01	163 96	144 05
80	Gananoque	82 65	250 00	155 00	140 65	628 30	613 87	14 43
81	Glen Morris	42 80	60 00	27 85	39 01	169 66	132 71	36 95
82	Gore Bay	.....	.....	16 42	75 25	91 67	89 30	2 37
83	Gore's Landing	10 00	.....	29 50	57 84	97 34	92 88	4 46
84	Gorrie	20 00	30 00	27 00	17 65	94 65	72 45	22 20
85	Grafton	42 52	.....	12 00	37 16	91 68	78 57	13 11
86	Haileybury	179 12	250 00	5 80	149 20	584 12	348 20	235 92
87	Haliburton	38 38	35 00	27 25	39 26	139 89	111 45	28 44
88	Harrington	29 39	70 00	20 50	79 87	199 76	179 84	19 92
89	Harrow	37 76	75 00	58 85	77 07	248 68	173 74	74 94
90	Hastings	60 29	35 00	38 75	61 42	195 46	151 95	43 51
91	Hawkesville	10 00	.....	8 30	7 04	25 34	25 26	0 08
92	Highland Creek	10 00	.....	40 25	.....	50 25	46 00	4 25
93	Hillsdale	15 00	10 00	16 25	30 26	71 51	18 65	52 86
94	Hillview	.....	.....	8 40	181 73	190 13	172 96	17 17
95	Holstein	48 09	.....	50 00	64 54	162 63	142 85	19 78
96	Honeywood	29 23	10 00	14 00	33 41	86 64	86 39	0 25
97	Huntsville	72 96	175 00	61 25	63 67	372 88	346 53	26 35
98	Inglewood	.....	15 00	6 50	6 00	27 50	27 50	.....
99	Inwood	41 97	15 00	31 55	34 10	122 62	61 15	61 47
100	Islington	57 06	25 00	32 95	8 08	123 09	123 04	0 05
101	Jarvis	19 97	.....	43 00	9 70	72 67	65 40	7 27
102	Kars	5 00	.....	10 00	25 47	40 47	39 36	1 11
103	Kemble	15 00	.....	14 58	8 07	37 65	36 85	0 80
104	Kingston	116 64	600 00	362 85	141 40	1,220 89	1,208 94	11 95
105	Kinmount	29 14	40 00	26 50	.....	95 64	94 83	0 81
106	Kintore	61 11	50 00	44 20	95 92	251 23	215 02	36 21
107	Kirkfield	38 97	40 00	21 85	55 56	156 38	112 28	44 10
108	Komoka	38 69	10 00	48 50	4 22	101 41	93 19	8 22
109	Lake Charles	20 28	.....	14 50	45 00	79 78	11 27	68 51
110	Lefroy	10 00	.....	34 25	33 77	78 02	65 50	12 52

Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS 31st December, 1910—Continued

Number	Maintenance		Number of members	Number of volumes in library	Number of volumes issued	Number of newspapers and magazines	Assets	Liabilities	Population
	Rent, light and heating	Salaries							
	$ c.	$ c.					$ c.	$ c.	
55	.....	20 00	110	1,225	260	.....	481 09	.....	600
56	2 63	.....	169	658	2,764	.....	842 07	.....	900
57	.....	35 00	30	1,433	507	.....	*	.....	180
58	0 75	40 00	138	1,445	1,996	.....	792 72	.....	450
59	.....	20 00	103	1,889	2,147	.....	1,643 68	.....	500
60	.....	22 50	62	796	*	.....	1,041 60	.....	800
61	.....	44 00	36	2,146	1,436	.....	1,791 38	35 22	155
62	106 40	75 00	175	2,876	9,090	1	1,850 80	.....	3,000
63	.....	39 00	133	2,078	1,753	.....	467 41	.....	1,200
64	.....	10 00	80	209	335	.....	181 40	.....	150
65	53 65	78 00	101	4,106	4,821	30	3,364 62	.....	1,526
66	3 45	53 46	132	2,432	3,968	12	2,152 79	6 54	900
67	.....	20 00	40	1,287	969	.....	1,019 18	.....	300
68	0 40	.....	88	2,004	2,160	.....	1,190 57	.....	†3,100
69	10 00	20 00	112	1,101	1,018	.....	733 08	.....	400
70	.....	5 00	60	379	294	.....	*	.....	125
71	48 83	50 00	61	5,890	4,286	11	4,891 82	.....	600
72	.....	.....	.....	964	.....	.....	.....	.....	400
73	6 00	35 00	103	3,505	1,255	.....	3,419 51	.....	150
74	10 70	27 00	35	1,970	3,163	.....	649 63	.....	650
75	187 20	20 00	98	4,268	4,920	31	3,292 12	21 75	1,085
76	8 10	30 00	149	2,282	1,102	12	2,246 26	.....	500
77	0 50	30 00	45	1,087	1,596	.....	604 60	.....	†1,859
78	5 91	72 55	108	2,589	4,577	.....	2,383 84	.....	1,379
79	85 00	.....	50	513	594	9	543 55	.....	700
80	155 44	199 00	155	3,648	7,169	40	2,304 43	265 31	4,000
81	43 06	26 00	71	2,655	776	13	1,911 95	.....	200
82	.....	75 00	*	1,276	3,650	.....	885 00	.....	750
83	17 43	.....	65	1,320	715	.....	1,198 70	.....	212
84	.....	31 25	73	1,904	929	.....	1,341 20	.....	600
85	25 00	8 50	112	411	1,401	.....	618 11	.....	400
86	.....	140 00	78	610	487	.....	785 92	.....	5,031
87	4 00	24 00	109	1,302	2,000	.....	673 44	.....	340
88	.....	48 58	75	1,151	2,220	.....	646 36	.....	200
89	63 00	30 00	68	1,273	3,322	17	754 94	.....	†2,750
90	1 00	10 00	63	1,021	2,736	.....	739 12	.....	800
91	.....	20 00	75	847	508	.....	429 48	.....	200
92	31 00	15 00	74	1,600	850	.....	1,364 09	.....	250
93	1 40	15 00	54	1,366	870	.....	677 86	.....	425
94	.....	.....	56	223	508	.....	177 25	.....	79
95	.....	40 00	146	1,680	3,075	.....	1,192 60	.....	350
96	.....	41 25	102	614	840	.....	285 25	14 50	150
97	88 20	75 00	111	3,679	6,549	21	2,496 35	.....	2,370
98	21 00	.....	14	*	230	.....	*	.....	400
99	.....	25 00	83	762	1,207	.....	549 22	.....	280
100	.....	15 00	120	2,274	2,466	4	1,430 05	.....	1,370
101	25 00	25 00	63	3,274	1,269	7	1,557 27	94 00	800
102	8 00	27 00	50	1,623	555	.....	999 11	.....	200
103	11 85	25 00	100	1,060	866	.....	600 80	.....	100
104	194 50	408 58	287	3,928	18,747	75	7,552 38	.....	20,000
105	.....	42 85	53	1,940	2,096	.....	*	*	400
106	16 00	15 00	53	981	1,389	.....	651 21	7 34	2,419
107	12 85	27 35	101	2,167	1,227	.....	569 10	.....	350
108	15 00	10 00	112	796	633	3	576 92	.....	300
109	55	.....	29	2,236	501	.....	1,625 12	.....	†1,000
110	.....	34 25	89	664	2,418	.....	325 00	5	†3,148

*Not reported. †Population of township.

TABLE B—Receipts, Expenditure, Cost of Maintenance, Assets and Liabilities, for the year ending

Number	PUBLIC LIBRARY ASSOCIATIONS	Receipts					Expenditure	Balance on hand
		Legislative grants	Municipal grants	Members' fees	Balances and other sources	Total receipts		
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
111	Little Britain	62 56	40 00	15 75	12 75	131 06	183 81	27 25
112	Lyn	42 90	.....	70 40	63 84	177 14	140 39	36 75
113	Lynden	10 00	.....	6 23	42 70	58 93	57 25	1 68
114	Madoc	33 95	25 00	98 65	101 87	259 47	95 87	163 60
115	Mallorytown	61 58	.....	88 00	67 92	217 50	192 42	25 08
116	Manilla	148 68	40 00	24 40	59 43	272 51	272 00	0 51
117	Manotick	5 00	.....	21 00	12 62	38 62	38 62	.....
118	Markham	26 84	.....	.....	117 41	144 25	69 53	74 72
119	Marksville	5 00	15 00	1 40	.....	21 40	15 00	6 40
120	Matilda (Iroquois)	5 00	.....	.....	15 24	20 24	12 00	8 24
121	Meaford	86 03	400 00	176 95	139 81	802 79	643 87	158 92
122	Melbourne	.....	20 00	2 50	0 61	23 11	6 15	16 96
123	Mildmay	53 01	50 00	9 25	13 67	125 93	121 40	4 53
124	Millgrove	5 00	.....	4 50	10 75	20 25	11 62	8 63
125	Milton	64 09	.....	72 64	117 79	254 52	230 35	24 17
126	Minden	27 29	25 00	22 38	13 05	87 72	83 02	4 70
127	Monkton	10 00	20 00	20 50	113 35	163 85	162 49	1 36
128	Mono Centre	11 06	.....	2 50	0 68	14 24	0 08	14 16
129	Mono Mills	5 00	.....	5 25	8 50	18 75	17 71	1 04
130	Mono Road	20 80	.....	23 50	10 96	55 26	55 26	.....
131	Morrisburg	73 03	75 00	132 25	152 07	432 35	432 35	.....
132	Morriston	15 64	15 00	48 55	13 39	92 58	67 16	25 42
133	Mount Albert	10 00	.....	6 25	10 12	26 37	26 25	0 12
134	Mount Brydges	10 00	20 00	23 05	2 75	55 80	55 80	.....
135	Nanticoke	10 00	.....	19 50	36 11	65 61	52 22	13 39
136	Napanee	234 00	250 00	222 00	311 20	1,017 20	816 99	200 21
137	Newburgh	49 05	80 00	44 00	.....	173 05	171 70	1 35
138	Newbury	.....	25 00	6 75	30 85	62 60	29 45	33 15
139	New Dundee	10 00	30 00	6 00	53 97	99 97	45 15	54 82
140	New Durham	5 00	.....	3 00	2 37	10 37	4 43	5 94
141	New Hamburgh	35 10	90 00	20 30	28 00	173 40	149 39	24 01
142	Newington	10 00	.....	16 15	30 29	56 44	23 60	32 84
143	Niagara	134 43	50 00	143 73	23 81	351 97	351 09	0 88
144	Norland	16 16	40 00	5 05	25 62	86 83	3 00	83 83
145	North Gower	21 15	.....	23 75	46 51	91 41	51 60	39 81
146	Norwich	60 48	100 00	98 40	58 67	317 55	266 13	51 42
147	Norwood	50 37	50 00	17 50	6 12	123 99	110 44	13 55
148	Oakville	126 07	250 00	210 75	110 46	697 28	681 25	16 03
149	Oakwood	47 66	68 44	19 05	46 89	182 04	164 79	17 25
150	Odessa	47 62	.....	33 00	30 00	110 62	104 00	6 62
151	Oil Springs	.....	.....	.....	36 00	36 00	36 00	.....
152	Omemee	53 45	90 00	37 50	113 03	293 98	293 98	.....
153	Orono	10 00	.....	37 73	1 82	49 55	5 08	44 47
154	Owen Sound	94 40	250 00	141 50	260 80	746 70	727 79	18 91
155	Pakenham	44 19	.....	51 20	427 72	523 11	379 33	143 78
156	Peterborough	151 02	700 00	274 05	665 84	1,790 91	1,570 09	220 82
157	Pickering	45 93	40 00	31 20	234 66	351 79	219 54	132 25
158	Plattsville	89 08	50 00	60 54	141 79	341 41	207 84	133 57
159	Point Edward	.....	60 00	63 00	31 20	154 20	126 45	27 75
160	Port Credit	35 55	35 00	37 10	9 31	116 96	102 29	14 67
161	Port Dover	57 32	.....	76 50	185 02	318 84	280 55	38 29
162	Port Perry	78 22	110 00	80 75	72 19	341 16	320 00	21 16
163	Port Stanley	27 96	25 00	45 15	10 86	108 97	99 40	9 57

Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS 31st December, 1910—Continued

Number	Maintenance		Number of members	Number of volumes in library	Number of volumes issued	Number of newspapers and magazines	Assets	Liabilities	Population
	Rent, light and heating	Salaries							
	$ c.	$ c.					$ c.	$ c.	
111	.....	50 00	175	2,488	2,389	14	2,174 50	.....	1,050
112	50 00	25 00	70	317	1,426	19	245 99	.....	450
113	15 00	25 00	53	1,390	289	.....	747 57	.....	300
114	38 00	22 50	119	2,807	2,035	.....	1,983 60	.....	1,036
115	.....	40 00	105	1,745	1,997	.....	1,360 37	.....	300
116	16 00	30 00	114	3,948	2,109	.....	3,159 25	.....	200
117	.....	30 00	60	1,830	870	.....	1,230 89	64 31	400
118	.....	.....	*	2,000	5,017	.....	1,599 72	.....	1,000
119	.....	15 00	50	871	606	.....	891 86	.....	407
120	10 00	.....	178	546	7,444	.....	395 06	.....	†3,318
121	190 00	183 28	235	3,588	7,791	28	2,758 82	.....	3,200
122	.....	2 50	*	1,091	300	.....	441 96	36 68	300
123	.....	25 00	131	2,462	1,238	.....	1,014 53	25 00	1,000
124	1 62	.....	33	643	731	.....	374 96	.....	100
125	10 00	78 00	140	3,841	4,007	13	4,824 17	.....	1,800
126	42 00	12 00	89	1,534	2,384	.....	1,072 83	.....	300
127	3 73	20 00	82	1,375	583	.....	1,101 36	132 00	350
128	.....	.....	56	422	367	.....	186 16	.....	30
129	.....	4 00	50	626	356	.....	411 04	.....	300
130	1 64	25 00	55	1,967	1,249	.....	1,325 14	.....	225
131	85 60	66 00	122	2,907	5,762	30	1,605 56	112 76	1,600
132	.....	30 00	105	1,665	1,349	4	835 17	.....	250
133	.....	20 00	25	861	1,478	.....	635 12	.....	600
134	.....	30 00	27	930	889	.....	810 00	2 25	400
135	.....	20 00	39	2,078	977	.....	1,534 15	.....	130
136	63 00	200 00	222	6,351	11,545	60	5,350 44	.....	3,000
137	85 61	10 00	73	2,125	1,019	13	1,338 00	53 50	540
138	.....	5 25	38	854	547	.....	289 15	.....	420
139	26 50	15 00	100	904	842	2	585 84	.....	400
140	.....	.....	51	1,043	63	.....	557 62	.....	150
141	32 00	20 00	100	3,625	3,375	.....	2,598 37	.....	1,700
142	5 60	18 00	29	836	1,200	11	1,932 84	.....	300
143	12 75	87 00	139	7,208	8,411	25	7,238 88	2 00	1,600
144	.....	.....	26	661	784	.....	584 45	20 00	100
145	.....	50 00	128	2,040	2,540	.....	796 81	.....	350
146	27 91	60 00	126	2,406	4,500	16	1,579 92	19 95	1,300
147	.....	60 00	59	2,464	1,198	13	1,193 04	.....	812
148	226 06	200 00	210	4,584	8,466	26	3,166 88	.....	2,300
149	.....	65 00	85	1,864	2,737	9	1,192 84	65 00	250
150	.....	60 00	110	1,284	3,390	14	2,306 62	.....	700
151	.....	36 00	62	1,296	578	.....	1,325 00	.....	627
152	35 00	135 00	105	982	1,278	24	741 96	78 79	625
153	.....	.....	110	1,497	3,153	.....	1,309 62	50 00	550
154	.....	125 00	119	4,878	11,309	26	5,018 91	.....	12,090
155	.....	17 50	65	593	2,081	.....	513 78	17 50	500
156	289 49	431 84	255	11,587	10,945	80	49,974 82	82 88	16,923
157	25 00	56 25	109	2,141	2,160	17	1,238 80	.....	400
158	87 50	.....	142	1,895	3,406	15	1,307 73	.....	750
159	79 95	39 00	67	3,587	2,628	.....	3,753 04	.....	950
160	13 60	18 75	130	2,076	1,591	.....	1,354 91	.....	800
161	150 00	.....	115	1,209	4,057	16	1,072 55	.....	1,200
162	85 68	100 00	107	2,530	2,303	29	1,296 16	.....	1,300
163	.....	40 00	148	1,604	2,122	.....	1,059 57	.....	750

*Not reported. † Population of Township.

TABLE B—Receipts, Expenditure, Cost of Maintenance, Assets and Liabilities, for the year ending

Number	PUBLIC LIBRARY ASSOCIATIONS	Receipts					Expenditure	Balance on hand
		Legislative grants	Municipal grants	Members' fees	Balances and other sources	Total receipts		
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
164	Princeton	32 23	50 00	28 65	36 84	147 72	116 90	30 82
165	Queensville	24 51	.....	29 00	57 03	110 54	108 36	2 18
166	Richmond	10 00	.....	27 50	5 29	42 79	34 09	8 70
167	Ridgetown	100 65	65 00	83 75	56 08	305 48	258 12	47 36
168	Ripley	30 37	55 00	16 15	97 62	199 14	140 68	58 46
169	Riversdale	20 49	15 00	1 00	2 76	39 25	38 87	0 38
170	Rockwood	30 25	.....	10 00	0 10	40 35	1 88	38 47
171	Romney	52 54	50 00	29 20	8 29	140 03	118 31	21 72
172	Runnymede (W. Toronto Junction)	29 72	25 00	36 00	71 80	162 52	109 95	52 57
173	Russell	69 82	.....	20 85	216 30	306 97	294 97	12 00
174	Saltfleet(Stony Creek P.O.)	65 00	50 00	32 50	33 27	180 77	152 25	28 52
175	Scarboro'	88 00	25 00	63 25	17 63	193 88	122 55	71 33
176	Scotland	38 00	.....	34 50	96 73	169 23	87 54	81 69
177	Shedden	32 25	25 00	59 25	9 56	126 06	116 76	9 30
178	Shetland	35 06	.....	.....	1 69	36 75	0 10	36 65
179	Smithville	48 58	30 00	35 75	10 71	125 04	122 61	2 43
180	Southampton	23 66	65 00	32 75	.....	121 41	117 38	4 03
181	South Mountain	48 98	.....	39 00	2 19	90 17	89 47	0 70
182	South River	10 00	53 00	.....	.....	63 00	63 00	.....
183	Sparta	15 00	.....	17 75	33 22	65 97	20 00	45 97
184	Speedside	61 93	.....	22 75	29 57	114 25	113 46	0 79
185	Springfield	10 00	25 00	10 50	19 27	55 77	27 52	28 25
186	Strathroy	123 08	150 00	172 00	241 80	686 88	679 51	7 37
187	St. George	55 20	60 00	71 65	247 25	434 10	296 23	137 87
188	St. Helen's	39 80	40 00	20 60	16 87	117 27	103 96	13 31
189	Sunderland	46 50	55 00	11 25	20 46	133 21	133 21	.....
190	Sutton, West	87 20	60 00	30 00	58 38	235 58	113 41	122 17
191	Sydenham	43 65	25 00	73 18	4 00	145 83	141 18	4 65
192	Tavistock	114 98	90 00	79 50	148 93	433 41	358 43	74 98
193	Teeswater	54 22	95 00	78 50	139 15	366 87	299 43	67 44
194	Thamesford	.....	80 00	51 00	68 46	199 46	186 45	13 01
195	Thamesville	61 09	75 00	92 75	117 42	346 26	248 71	97 55
196	Thedford	26 81	15 00	53 75	21 28	116 84	101 12	15 72
197	Thornbury	17 38	25 00	16 75	13 19	72 32	69 52	2 80
198	Tilbury	52 00	100 00	45 00	128 48	325 48	182 34	143 14
199	Tillsonburg	87 47	525 00	95 85	.....	708 32	701 48	6 84
200	Tottenham	.....	.....	3 25	46 75	50 00	50 00	.....
201	Trout Creek	.....	.....	2 50	.....	2 50	2 50	.....
202	Tweed	93 87	50 00	83 10	134 91	361 88	359 15	2 73
203	Underwood	39 53	50 00	14 75	42 92	147 20	83 22	63 98
204	Unionville	41 02	.....	17 53	111 38	169 93	129 26	40 67
205	Vankleek Hill	48 72	.....	44 75	1 14	94 61	54 00	40 61
206	Victoria (Caledonia P.O.)	42 13	35 00	12 75	20 48	110 36	110 36	.....
207	Victoria Mines	40 00	50 00	30 00	182 84	302 84	156 62	146 22
208	Walkerton	79 84	305 00	106 50	4 08	495 42	491 88	3 54
209	Walton	10 00	35 00	18 35	44 03	107 38	67 17	40 21
210	Wardsville	24 50	30 00	36 75	67 63	158 88	104 58	54 30
211	Warkworth	36 71	35 00	49 20	38 66	159 57	89 33	70 24
212	Waterdown	54 82	35 00	28 25	295 98	414 05	201 14	212 91
213	Waterford	15 00	100 00	20 00	12 54	147 54	133 96	13 58

Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS 31st December, 1910—Continued

Number	Maintenance		Number of members	Number of volumes in library	Number of volumes issued	Number of newspapers and magazines	Assets	Liabilities	Population
	Rent, light and heating	Salaries							
	$ c.	$ c.					$ c.	$ c.	
164	30 00	26 00	56	2,169	1,207	.....	1,495 82	.....	300
165	15 00	32 50	228	2,307	1,353	.....	1,528 09	.....	200
166	5 00	25 00	75	1,595	1,232	.....	1,235 35	.....	443
167	27 81	75 00	158	4,436	4,349	28	5,267 36	.....	2,100
168	.....	65 00	61	2,274	3,120	.....	1,458 46	.....	2,883
169	5 10	10 00	15	1,205	432	.....	863 30	.....	160
170	1 88	.....	36	2,005	199	.....	463 47	6 00	500
171	0 50	37 50	102	3,011	1,478	.....	2,418 62	36 00	†1,750
172	5 00	.....	78	476	1,300	.....	582 57	70 00	2,500
173	31 44	60 00	149	2,057	3,117	24	3,062 00	205 00	500
174	.....	15 00	132	1,743	3,086	.....	1,655 67	.....	†3,176
175	3 75	12 50	80	6,005	2,575	.....	3,571 33	.....	†3,800
176	.....	.....	61	1,505	1,450	17	1,454 05	.....	300
177	.....	40 00	107	1,770	1,776	.....	937 30	.....	350
178	.....	.....	54	84	257	.....	*	.....	250
179	48 00	.....	72	1,482	1,493	.....	1,602 43	.....	400
180	63 45	.....	120	5,125	1,852	4	4,520 91	.....	1,700
181	.....	19 00	74	852	4,667	.....	653 92	6 00	400
182	20 00	30 00	*	1,184	2,695	.....	1,052 77	.....	650
183	.....	.....	69	2,569	2,287	.....	2,047 53	152 00	425
184	0 40	16 00	107	965	1,165	.....	756 13	.....	300
185	.....	25 00	58	1,500	1,080	.....	1,143 25	.....	480
186	134 38	130 00	248	7,390	33,471	24	6,557 37	28 00	3,200
187	90 40	75 00	126	5,185	3,389	13	5,986 99	.....	650
188	13 75	20 00	107	2,281	1,055	.....	1,285 49	.....	73
189	32 00	31 00	103	2,123	1,066	22	1,625 00	20 46	550
190	.....	21 00	30	785	2,257	10	650 22	45 49	800
191	21 07	40 00	58	1,352	2,948	14	807 86	.....	600
192	65 00	55 00	106	4,461	4,104	21	2,374 98	.....	1,200
193	96 54	60 00	159	4,289	3,361	5	2,317 44	.....	900
194	51 15	.....	51	1,466	2,000	4	1,063 01	.....	500
195	8 25	104 00	121	3,371	2,336	18	3,393 00	.....	900
196	.....	24 50	107	2,545	3,779	.....	1,232 72	.....	650
197	20 00	5 00	67	1,574	2,183	.....	577 80	13 19	800
198	50 00	50 00	104	2,128	2,245	15	1,241 23	.....	1,406
199	131 18	150 00	200	3,756	6,987	18	2,406 84	.....	2,700
200	25 00	25 00	165	2,461	1,583	.....	*	*	600
201	.....	2 50	7	1,150	231	.....	*	*	300
202	71 75	56 49	186	1,318	4,490	4	964 73	.....	1,368
203	5 00	25 00	64	2,885	*	.....	1,360 11	.....	800
204	20 00	.....	105	1,193	2,021	.....	900 67	.....	507
205	.....	50 00	100	1,641	1,663	.....	1,433 32	.....	1,631
206	1 45	20 00	102	3,007	1,609	.....	2,567 55	1 96	50
207	.....	.....	30	965	1,525	8	943 77	.....	944
208	200 00	100 00	161	3,948	4,340	21	2,327 50	.....	3,200
209	.....	15 00	101	1,197	2,789	.....	420 21	.....	250
210	5 15	.....	146	1,574	2,328	6	1,352 18	.....	300
211	16 25	12 50	80	1,317	567	.....	920 24	.....	600
212	25 45	28 50	83	1,912	5,753	15	1,072 91	.....	800
213	.....	60 00	96	1,184	1,395	.....	863 58	.....	1,200

* Not reported. † Population of township.

TABLE B—Receipts, Expenditure, Cost of Maintenance, Assets and Liabilities, for the year ending

Number	PUBLIC LIBRARY ASSOCIATIONS	Receipts					Expenditure	Balance on hand
		Legislative grants	Municipal grants	Members' fees	Balances and other sources	Total receipts		
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
214	Welland	112 12	250 00	116 70	232 45	711 27	397 58	313 69
215	Wellesley	55 83	.....	23 25	52 92	132 00	90 63	41 37
216	Westford	29 71	30 00	.....	0 11	59 82	58 93	0 89
217	Weston	78 05	60 00	67 00	23 73	228 78	208 08	20 70
218	Whitby	74 59	25 00	69 25	62 85	231 69	176 53	55 16
219	White Lake	5 00	.....	.....	26 93	31 93	5 00	26 93
220	Wiarton	103 93	230 00	61 68	58 77	454 38	424 87	29 51
221	Williamstown	23 65	35 00	23 75	95 35	177 75	149 95	27 80
222	Winchester	53 72	.....	42 00	174 40	270 12	197 83	72 29
223	Woodbridge	28 49	40 00	25 00	79 50	172 99	82 41	90 58
224	Woodville	50 40	65 00	38 80	78 55	232 75	213 15	19 60
	Totals	9,471 41	12,002 68	9,717 19	14,899 28	46,090 56	37,588 34	8,502 22

Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS 31st December, 1910—Concluded

Number	Maintenance: Rent, light and heating	Maintenance: Salaries	Number of members	Number of volumes in library	Number of volumes issued.	Number of newspapers and magazines	Assets	Liabilities	Population
	$ c.	$ c.					$ c.	$ c.	
214	.....	132 99	223	5,084	5,128	30	5,690 24	.....	4,681
215	16 53	20 00	125	2,256	2,555	.....	1,762 22	.....	600
216	49 00	.....	60	1,838	273	.....	1,456 96	.....	150
217	4 00	64 00	124	3,337	4,071	28	2,495 70	.....	1,625
218	13 40	57 25	139	3,757	6,950	15	2,455 16	.....	2,247
219	.....	5 00	36	717	1,053	.....	281 93	.....	160
220	99 30	100 00	235	2,430	4,026	18	3,337 51	.....	2,100
221	22 75	4 00	111	2,134	2,340	.....	1,859 87	24 00	400
222	.....	101 00	140	1,113	5,233	13	1,375 65	.....	1,113
223	5 50	25 00	50	2,227	1,374	.....	2,034 28	.....	575
224	120 00	.....	91	2,491	1,604	18	2,019 60	.....	440
	5,972 16	9,121 37	21,656	463,883	591,847	1,556	396,505 32	2,713 29	268,769

* Not reported.

I—Public Libraries—Free

The following statistics are taken from the annual reports for the year ending 31st December, 1910. (For details see Table A.)

1. Classification of Free Libraries Reporting.

Free Libraries, with reading rooms	105
Free Libraries, without reading rooms	26
Total	131

2. Free Libraries—Receipts and Balances on hand.

The total receipts of 131 Free Libraries	$310,188 94
Balances on hand	35,486 51

3. Free Libraries—Expenditure.

The total expenditure of 131 Free Libraries	$274,702 43

4. Free Libraries—Assets and Liabilities.

Assets of 131 Free Libraries	$2,455,048 64
Liabilities of 131 Free Libraries	219,835 22

5. Number of Readers in Free Libraries.

Free Libraries report having had 143,764 readers.

6. No. of Volumes in Free Libraries and No. of Volumes issued.

Number of volumes in 131 Free Libraries	880,748
Number of volumes issued in 131 Free Libraries	2,783,439

7. Reading Rooms in Free Libraries.

105 Free Libraries reported having reading rooms.
105 Free Libraries subscribed for 4,698 newspapers and periodicals.

II—Public Libraries—Association

The following statistics are taken from the annual reports for the year ending 31st December, 1910. (For details see Table B.)

1. Classification of Association Libraries Reporting.

Libraries with reading rooms	76
Libraries without reading rooms	148
Total	224

2. Association Libraries—Receipts and Balances on hand.

The total receipts of 224 Libraries were	$46,090 56
Balances on hand	8,502 22

3. Association Libraries—Expenditure.

The total expenditure of 224 Association Libraries was $37,588 34

4. Association Libraries—Assets and Liabilities.

Assets of 224 Libraries $396,505 32
Liabilities of 224 Libraries 2,713 29

5. Number of Members in Association Libraries.

224 Libraries have 21,656 members.

6. No. of Volumes in Association Libraries and No. of Volumes Issued.

Number of Volumes in 224 Libraries 463,883
Number of Volumes issued in 224 Libraries..... 591,847

7. Reading Rooms in Association Libraries.

76 Libraries reported having reading rooms.
10 Libraries reported having periodicals for circulation.
86 Libraries subscribed for 1,556 newspapers and periodicals.

TABLE C

Includes every Public Library, Free Libraries and Library Associations—in the several Counties in the Province on the 1st December, 1911, alphabetically arranged:—

PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"

Counties and Districts	Cities, Towns and Villages
Algoma	Bruce Mines.
"	Chapleau.
"	Marksville.
"	Sault Ste. Marie.
"	Thessalon.
Brant	Brantford.
"	Burford.
"	Glenmorris.
"	New Durham.
"	Paris.
"	Scotland.
"	St. George.
Bruce	Bervie.
"	Cargill.
"	Chesley.
"	Elmwood.
"	Glamis.
"	Kincardine.
"	Lucknow.
"	Mildmay.
"	Paisley.
"	Pinkerton.
"	Port Elgin.
"	Ripley.
"	Riversdale.
"	Southampton.
"	Teeswater.
"	Tara.
"	Underwood.
"	Walkerton.
"	Westford.
"	Wiarton.
Carleton	Carp.
"	Corkery.
"	Kars.
"	Manotick.
"	Metcalfe.
"	North Gower.
"	Ottawa.
"	Richmond.
Dufferin	Grand Valley.
"	Honeywood.
"	Mono Centre.
"	Orangeville.
"	Relessey.
"	Shelburne.
Dundas	Chesterville.
"	Iroquois.
"	Matilda (Iroquois P.O.)
"	Morrisburg.
"	South Mountain.
"	Winchester.
Durham	Bowmanville.
"	Millbrook.
"	Orono.
"	Port Hope.
Elgin	Aylmer.
"	Bayham.
"	Dutton.
"	Port Stanley.
"	Rodney.
"	St. Thomas.
"	Shedden.
"	Sparta.
"	Springfield.
Essex	Amherstburg.
"	Comber.
"	Essex.
"	Harrow.
"	Kingsville.
"	Leamington.
"	Walkerville.
"	Windsor.
Frontenac	Garden Island.
"	Kingston.
"	Sydenham.
Glengarry	Dunvegan.
"	Lancaster.
"	Maxville.
"	Williamstown.
Grenville	Cardinal.
"	Easton's Corners.
"	Kemptville.
"	Merrickville.
"	Oxford Mills.
"	Prescott.
Grey	Ayton.
"	Badjeros.
"	Chatsworth.
"	Clarksburg.
"	Dromore.
"	Durham.
"	Dundalk.
"	Holstein.
"	Kemble.
"	Hanover.
"	Lake Charles.
"	Markdale.
"	Meaford.
"	Owen Sound.
"	Priceville.
"	Singhampton.
"	Thornbury.
Haliburton	Haliburton.
"	Minden.
Haldimand	Caledonia.
"	Canfield.
"	Cayuga.
"	Cheapside.
"	Dunnville.
"	Hagersville.
"	Jarvis.

PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"—TABLE C—Continued

Counties and Districts	Cities, Towns and Villages
Haldimand	Nanticoke.
"	Victoria (Caledonia).
Halton	Acton.
"	Burlington.
"	Georgetown.
"	Milton.
"	Oakville.
Hastings	Belleville.
"	Deseronto.
"	Frankford.
"	Madoc.
"	Marlbank.
"	Stirling.
"	Trenton.
"	Tweed.
Huron	Auburn.
"	Brucefield.
"	Blyth.
"	Brussels.
"	Clinton.
"	Dungannon.
"	Ethel.
"	Exeter.
"	Goderich.
"	Gorrie.
"	Hensall.
"	Seaforth.
"	St. Helen's.
"	Walton.
"	Wingham.
"	Wroxeter.
Kenora	Dryden.
"	Kenora.
Kent	Blenheim.
"	Bothwell.
"	Chatham.
"	Duart.
"	Tilbury.
"	Ridgetown.
"	Romney.
"	Thamesville.
"	Wallaceburg.
Lambton	Arkona.
"	Alvinston.
"	Brigden.
"	Bunyan.
"	Camlachie.
"	Copleston.
"	Forest.
"	Inwood.
"	Oil Springs.
"	Petrolea.
"	Point Edward.
"	Sarnia.
"	Shetland.
"	Thedford.
"	Watford.
"	Wyoming.
Lanark	Allan's Mills.
"	Almonte.
"	Carleton Place.
Lanark	Dalhousie (McDonald's Corners P.O.)
"	Elphin.
"	Lanark.
"	Middleville.
"	Pakenham.
"	Perth.
"	Poland.
"	Smith's Falls.
"	Watson's Corners.
Leeds	Brockville.
"	Delta.
"	Gananoque.
"	Lyn.
"	Mallorytown.
"	Westport.
"	Camden East.
Lennox & Adding'n.	Odessa.
" "	Bath.
" "	Napanee.
" "	Napanee Mills (Strathcona P.O.)
" "	Newburgh.
Lincoln	Abingdon.
"	Beamsville.
"	Grantham (St. Catharines P.O.)
"	Merritton.
"	Grimsby.
"	Niagara.
"	Smithville.
"	St. Catharines.
Manitoulin	Cockburn Island.
"	Gore Bay.
"	Little Current.
"	Manitowaning.
Middlesex	Ailsa Craig.
"	Belmont.
"	Coldstream.
"	Dorchester.
"	Glencoe.
"	Komoka.
"	London.
"	Lucan.
"	Melbourne.
"	Mt. Brydges.
"	Newbury.
"	Parkhill.
"	Strathroy.
"	Wardsville.
Muskoka	Bracebridge.
"	Baysville.
"	Gravenhurst.
"	Huntsville.
"	Port Carling.
Nipissing	Haileybury.
"	Millview.
"	New Liskeard.
"	North Bay.
"	Sturgeon Falls.
Norfolk	Bloomsburg.

PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"—TABLE C—Continued

Counties and Districts	Cities, Towns and Villages
Norfolk	Delhi.
"	Port Dover.
"	Port Rowan.
"	Simcoe.
"	Waterford.
Northumberland	Brighton.
"	Campbellford.
"	Cobourg.
"	Cold Springs.
"	Colborne.
"	Gore's Landing.
"	Grafton.
"	Warkworth.
Ontario	Beaverton.
"	Brooklin.
"	Cannington.
"	Claremont.
"	Oshawa.
"	Pickering.
"	Port Perry.
"	Sunderland.
"	Uxbridge.
"	Whitby.
Oxford	Beachville.
"	Brownsville.
"	Burgessville.
"	Drumbo.
"	Embro.
"	Harrington.
"	Ingersoll.
"	Kintore.
"	Plattsville.
"	Norwich.
"	Otterville.
"	Princeton.
"	Tavistock.
"	Tillsonburg.
"	Thamesford.
"	Woodstock.
Parry Sound	Burk's Falls.
"	Callender.
"	Depot Harbour.
"	Parry Sound.
"	South River.
"	Trout Creek.
Peel	Alton.
"	Belfountain.
"	Bolton.
"	Brampton.
"	Caledon.
"	Claude.
"	Inglewood.
"	Mono Road.
"	Mono Mills.
"	Port Credit.
"	Streetsville.
Perth	Atwood.
"	Fullarton.
"	Listowel.
"	Milverton.
"	Monkton.
"	Mitchell.
Perth	Shakespeare.
"	St. Mary's.
"	Stratford.
Peterborough	Hastings.
"	Lakefield.
"	Norwood.
"	Peterborough.
Prescott	Hawkesbury.
"	Vankleek Hill.
Prince Edward	Picton.
Rainy River	Fort Frances.
Renfrew	Admaston.
"	Arnprior.
"	Cobden.
"	Douglas.
"	Forester's Falls.
"	Pembroke.
"	Renfrew.
"	White Lake.
Russell	Russell.
Stormont	Avonmore.
"	Cornwall.
"	Newington.
Simcoe	Alliston.
"	Angus.
"	Barrie.
"	Beeton.
"	Bradford.
"	Coldwater.
"	Collingwood.
"	Cookstown.
"	Creemore.
"	Elmvale.
"	Hillsdale.
"	Lefroy.
"	Midland.
"	Orillia.
"	Penetanguishene
"	Stayner.
"	Sunnidale (New Lowell P.O.)
"	Tottenham.
Sudbury	Copper Cliff.
"	Victoria Mines.
Thunder Bay	Fort William.
" "	Port Arthur.
" "	Schreiber.
Victoria	Bobcaygeon.
"	Cambray.
"	Fenelon Falls.
"	Kinmount.
"	Kirkfield.
"	Little Britain.
"	Lindsay.
"	Manilla.
"	Norland.
"	Oakwood.
"	Omemee.
"	Victoria Road.
Waterloo	Woodville.
"	Ayr.
"	Berlin.

PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"—TABLE C—Concluded

Counties and Districts	Cities, Towns and Villages
Waterloo	Elmira.
"	Galt.
"	Hawkesville.
"	Hespeler.
"	New Dundee.
"	New Hamburg.
"	Preston.
"	Waterloo.
"	Wellesley.
Welland	Bridgeburg.
"	Fonthill.
"	Fort Erie.
"	Niagara Falls.
"	Port Colborne.
"	Ridgeway.
"	Stevensville.
"	Thorold.
"	Welland.
Wellington	Alma.
"	Arthur.
"	Belwood.
"	Clifford.
"	Drayton.
"	Elora.
"	Erin.
"	Ennotville.
"	Fergus.
"	Guelph.
"	Harriston.
"	Morriston.
"	Mount Forest.
"	Palmerston.
"	Rockwood.
"	Speedside.
Wentworth	Dundas.
"	Hamilton.
"	Millgrove.
Wentworth	Lynden.
"	Saltfleet (Stony Creek [P.O.)
"	Waterdown.
York	Aurora.
"	Bracondale.
"	Don.
"	Highland Creek.
"	Islington.
"	King.
"	Maple.
"	Markham.
"	Mount Albert.
"	Newmarket.
"	North Toronto.
"	Queensville.
"	Richmond Hill.
"	Runnymede.
"	Scarboro'.
"	Schomberg.
"	Stouffville.
"	Sutton, W.
"	Thornhill.
"	Toronto.
"	Unionville.
"	Weston.
"	Woodbridge.

The above list may be classified as follows:—

Free Libraries reporting	131
Association Libraries reporting	224
Free Libraries not reporting	4
Association Libraries not reporting	52
Public Libraries incorporated since 1st December, 1910	6
Totals	417

Peterborough Public Library

ANNUAL GRANTS

On the lower half of page 3 of the blank form of Annual Reports supplied to every library, and which should be returned to the Department of Education not later than the 15th of February in each year, is printed the appended statement. This is filled in by the Inspector and a duplicate mailed to the Secretary of every Public Library which has reported and is entitled to a grant.

"I beg to inform you that the sum of $.....has been certified for payment to .....Public Library, being total grant allowed for 191 .. under the provisions of Section 23 of the 'Act respecting Public Libraries, 1909.' This amount is made up as follows:—

No.	Expended on Books, Magazines, etc., 191.. and Grant allowed	Amount		Grant not exceeding 50% allowed	
		$	c.	$	c.
	Total expended on Books, NOT FICTION	.....	....	.....	....
	Total expended on books of FICTION	.....	....	.....	....
	[NOTE:—In the case of FICTION the grant is based on an amount not exceeding 45% of the total expended on NON-FICTION—See Section 23, Subsection 1, Part III, Public Libraries Act, 1909.]				
	Total expended on Newspapers and Magazines.....	.....	....	.....	....
	Total expended on Bookbinding	.....	....	.....	....
	Total expended on materials for Cataloguing and Classifying	.....	....	.....	....
	Grant on Reading Room	.....	....	.....	....
	[See Sec. 23, Subsection 2, Clauses (a) and (b) Pub. Lib. Act, 1909.]				
	Grant on Annual Receipts (when latter do not exceed $500)	.....	....	.....	....
	[See Section 23, Subsection 1, Clauses (c), (d), (e) and (f), Pub. Lib. Act, 1909.]				
	Total grant certified	.....	....	.....	....

.....

Inspector Public Libraries.

MEMO.—Delegates from this Library attended the District Library Institutes for the years ....."

As many library Boards profess to believe that their Annual Reports may be rendered whenever it suits their convenience, and express surprise if their annual grant is withheld, the attention of all Chairmen and Secretaries is drawn to the following clauses of the Public Libraries Act.

"If a library fails to keep open or to furnish an annual report for two consecutive years, such failure shall effect a dissolution of the corporation, and the Minister may take possession of all its books, magazines and periodicals, and dispose of the same as he may deem proper." (Section 29, sub-section 1, Public Libraries Act, 1909.) Further, "where a board in any year fails to comply with the regulations the Minister may withhold the whole or any part of the government grant payable to the board for that year." (Section 29, sub-section 2.)

As constant enquiries are received from Library Boards asking for an interpretation of Section 23 of the Public Libraries Act of 1909, which provides for the payment of the legislative annual grants, I am reproducing—as examples—figures showing how the apportionment of their annual grants was reached in the case of three libraries, for 1910 paid in 1911. One of these (1), Berlin, was paid the

maximum grant of $260.00, it having expended in all $858.01. Another (2), Belleville, was paid the full proportion on what it had expended on Non-Fiction but not 45 per cent. on *all* it had spent on Fiction, it having exceeded the 45 per cent. limit. Another (3), Aylmer, was paid its full proportion on what it had expended both on account of Non-Fiction and Fiction, Magazines, etc., and Reading-room, but it expended less than the 45 per cent. on account of Fiction, to which it was entitled.

No. 1, BERLIN, expended on		Non-Fiction	$282 69
do	do	Fiction	102 22
do	do	Bookbinding	217 00
do	do	Magazines	256 10
Total			$858 01
50% of this equals			$429 00

Berlin, however, was entitled to only the maximum of $200.00 on books and binding, etc., and $50.00 on Magazines, and an additional $10.00 grant on reading-room—$260.00 in all, which it received.

No. 2. *Belleville* expended on Fiction more than the 45 per cent. of what it spent on Non-Fiction. It only expended $196.11 on Non-Fiction, but $245.04 on Fiction, also $33.90 on Book-binding and $108.44 on Magazines, etc.

Expended on Non-Fiction	$196 11
45% of this allowed for Fiction	88 24
Bookbinding	33 90
Total	$318 25
50% of this total of $318.25 equals	$159 12
Expended on Magazines, etc., $108.44, and upon this the maximum was allowed: namely	50 00
Also Grant on Reading Room	10 00
Total grant	$219 12

In the case of Belleville if it had expended say $60.00 *more on Non-Fiction* and that amount *less on Fiction,* it could have earned another $30.00, and been paid the maximum grant of $200.00 on books, book-binding, etc., in addition to the $50.00 on Magazines and $10.00 on reading-room.

No. 3. *Aylmer.* In Aylmer's case it expended *less* on Fiction than it was entitled to spend on a basis of 45 per cent. of non-fiction.

It expended on Non-Fiction $192.93, 45 per cent. of which equals $86.81, but expended only $71.42 on Fiction. Its grant was made up as follows:—

Expended on	Non-Fiction	$192 93
do	Fiction	71 42
do	Magazines, etc.	71 25
		$335 60
50% of this total of $335.60 equals		$167 80
Grant on Reading Room		5 00
Total grant paid		$172 80

If Aylmer then had the money to spare and wanted more *fiction* it could have expended another $15.39 for that purpose and received its grant on the same.

A careful study of the above examples should clearly explain the basis of the apportionment of the annual grants which many library Boards seem to have difficulty in understanding.

In the case of a library having say $400 to expend on books, and wanting to earn the maximum grant of $200.00 and buy all the *fiction* possible, it could expend about 31 per cent. on Fiction and about 69 per cent. on *non-fiction* of the $400.00 named,—which would mean, say $276 for *non-fiction* and $124 for *fiction*. Fifty per cent. of this total of $400.00 so expended would be paid back by the Department, namely $200.00 in all, this being the maximum grant allowed on both classes of *books* under any circumstances.

Annual Reports Obligatory

The old practice of not requiring a library still upon the list though not entitled to a grant to make an annual report is no longer tolerated. All libraries in this class—of which there were not a few—and which had defaulted in this particular in previous years were instructed to comply with the new rule in 1911. As a result this office is now in possession of the records and history of almost every library in the Province.

Amendment of Public Libraries Act

By "An Act respecting Education for Industrial Purposes," assented to March 24th, 1911, the Public Libraries Act of 1909 (9 Edward VII., Cap. 80), was amended as follows:—

(*a*) By striking out all the words in sub-section 3 of section 8 after the word "village" in the 4th line. — S. 8, Subs. 3, amended.

(*b*) By striking out sub-sections 5 and 6 of section 8. — S. 8, Subs. 5 and 6, repealed.

(*c*) By striking out the words "museum, evening classes and art school" in the 5th line of sub-section 1 of section 9, and inserting the words "and museums" in lieu thereof. — S. 9, Subs. 1, amended.

(*d*) By striking out the words "museums, evening classes and art schools" in the 2nd and 3rd lines of clause (*c*) of section 10 and inserting the words "and museums" in lieu thereof. — S. 10, Cl. (c), amended.

(*e*) By striking out section 27. — S. 27, repealed.

(*f*) By striking out the words "museums, art school, or any class in connection therewith," in the 2nd and 3rd lines of section 32, and inserting the words "or museum" in lieu thereof. — S. 32, amended.

INSTRUCTIONS Re ORGANIZATION OF A "PUBLIC LIBRARY ASSOCIATION"

On page 11, Part 2, Section 17, of the Public Libraries Act of 1909 is given the number of adults necessary to form a Public Library Association. The form of declaration referred to (No. 3) is shown on page 18. This declaration has to be filed in the District Registrar's office, and a copy transmitted to the Minister of Education.

(Section 18.) Any person of twelve years and upwards is eligible for membership, but not qualified to vote unless twenty-one years of age. In order to be entitled to share in any Legislative Appropriation an Association Library must have a membership of at least fifty persons of twenty-one years of age. (Part 3, Section 22.)

Newmarket Public Library

Grafton Public Library

(Section 19) Sub-section 2. The persons signing the declaration of incorporation shall meet within thirty days of the filing thereof and elect a Board of Management (Sub-section 1) composed of not less than five nor more than nine. This Board shall elect one of its members President (Sub-section 5) and shall appoint its officers.

(Section 20.) It is the duty of the Board to provide suitable accommodation for the Library and to purchase books, magazines and papers, etc. Those from whom they buy when rendering their accounts must use for the purpose the blank forms of invoices as supplied by the Department of Education. (See pages 579-582 of this Report.) *The decimal classification in the case of books to be followed by the booksellers and verified by the Librarian.

The Board shall make its own rules, etc., for conducting its business, the imposing of fines, holding of meetings, and duties of officers, etc. (Sub-section 2.) These can be readily adapted from those of some other Library similarly situated and already established.

The Government, under the Act, cannot contribute anything towards the expense of organization or maintenance of a library, but after the close of any calendar year and upon receipt by the Department of the Library's Annual Report, which has to be made out on the form supplied by the Department, the Government may pay (if the Library shows that it is entitled to participate under the provisions of Section 23, Sub-sections 1 and 2) 50 per cent. of the expenditure incurred by the Library in the purchase of non-fiction books, magazines, periodicals, etc., etc. (See Sub-section 1.)

In the case of books of Fiction, however, a maximum of only 45 per cent. of the amount expended on Non-Fiction books is allowed. One object in view in thus partitioning the grant was to give greater encouragement to the reading of wholesome and instructive general literature, while not unfairly discriminating against fiction. Fifty per cent. is also allowed on all expenditure on account of necessary bookbinding and materials used in classifying and cataloguing books—but nothing is allowed on printed catalogues or on furniture. The Dewey-Decimal System of cataloguing is that advocated by the Department of Education and for the installing of which system in any library it provides an official cataloguer free of cost. In addition to this grant on books purchased during the year, the Minister, out of the unexpended balance of the Legislative Appropriation, if any remains, may pay (see Sub-sections a and b) from $5 to $10 to a Library keeping its reading-room open for specified periods during every week and having a stipulated number of newspapers and magazines on file for the use of its readers. The Minister may also pay (see Sub-sections c, d, e, and f) from $5 to $20 to any Library whose annual receipts are not less than $25 or over $500.

All or any of these grants, as noted, can only be paid to a Library upon its cash receipts or expenditures. No borrowed money or promissory notes can be taken into consideration in this connection. (Section 23, Sub-section 4.)

Copies of the new Departmental Regulations for the guidance of Libraries in conformity with the Act and Amendments passed or contemplated will be forwarded to every library in the province when issued.

The foregoing provisions are the only ones that would have to be observed in organizing an Association Library.

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* This refers to the Dewey Decimal System. Where the Cutter or any other recognized system has already been installed the rule in regard to the decimal classification cannot of course apply.

The liberal support of the Municipality should be sought by concerted action and obtained, not as a favour, but as a righteous recognition of the educational and refining influences that a Library exercises over any community, apart from the great opportunity it extends to all the children and adults for mental relaxation and instruction.

If your municipality contemplates the establishment of a Public Library, every publicity should be given to the movement, and the free support of the local paper obtained. In order to supplement the income from members' subscriptions and the Legislative, Municipal and County Grants—concerts, picnics or some entertainment might be periodically arranged for, and if "short on books," apply for a Travelling Library. Do not be too ambitious—utilize the *free* Travelling Libraries until strong enough to organize.

The procedure for the conversion of an *Association* Library into a *Free* Library is appended.

Showing procedure to be followed for converting an Association Library, organized under Part 2 of the Public Libraries Act of 1909, into a Free Library to be operated under Part 1.

This is clearly explained in the undermentioned Sections of the Act referred to:—

(1) Sec. 4, Part 1, sub-section 3, indicates first step to be taken by the members of the Association.

(2) Form 2, Page 17, gives the wording of the by-law that the Town Council may then submit to the Electors.

(3) Section 5 shows the obligation resting on the Council if by-law carries.

(4) Section 6 indicates the position if by-law is defeated.

(5) Section 21 explains how the passing of the by-law for a Free Public Library dissolves the former Association Library and how the provisions of Part 1 of the Act shall thenceforward apply.

Public Libraries taken off the List for Non-Compliance with the Act, between the years 1905 and 1910 inclusive. Arranged by Counties, alphabetically

County	Library	Year	No. of Books
Addington	Tamworth	1910	1,453
Algoma	Goulais Bay	1908	319
do	Nairn Centre	1908	597
do	Ophir	1908	289
do	Webbwood	1908	471
Bruce	Chepstow	1907	335
do	Holyrood	1908	2,157
do	Hepworth	1908	1,011
do	Lion's Head	1908	1,102
do	Tiverton	1908	1,884
Carleton	Munster	1908	258
do	Kinburn	1910	1,573
Dufferin	Melancthon	1908	1,099
do	Primrose	1908	976
do	Rosemont	1908	1,217
do	Violet Hill	1908	816
do	Glen Cross	1909	146
Dundas	Inkerman	1906	182
	Trans. to S.S. No. 6 Mountain		
do	Morewood	1906	.....
	In care P.S. Trustees		
do	Dundela	1908	401
Elgin	Vienna	1905	504
	Trans. to H.S. Trustees		
do	Port Burwell	1905	857
	Trans. to S.S. 2, Bayham		
do	West Lorne	1908	1,148
Essex	Pelee Island	1909	316
Frontenac	Wolfe Island	1906	337
	Trans. to Teacher's Assoc., Co. Frontenac		
do	Battersea	1908	277
do	Harrismith	1908	309
do	Mississippi	1909	1,203
Grenville	Algonquin	1905	1,714
	Trans. to P.S. Trustees		
do	Burritt's Rapids	1908	355
do	Maitland	1908	384
do	North Augusta	1908	1,498
do	Jasper	1909	607
do	Spencerville	1909	620
Grey	Flesherton	1908	1,431
do	Holland Centre	1908	.....
do	Shallow Lake	1908	1,061
do	Bognor	1909	1,383
do	Maxwell & Feversham	1909	383
Haldimand	Dufferin	1908	1,231
do	York	1908	974
Hastings	Bancroft	1908	265
Huron	Fordwich	1908	1,866
do	Molesworth	1908	793
Kent	Tilbury, E.	1905	1,682
	Trans. to P.L., Tilbury		
do	Wheatley	1908	1,641
	Sold to Thamesville Public Library, 1911		
do	Dresden	1909	1,777
do	Highgate	1909	1,627
Lambton	Aberarder	1906	3,208
	Trans. to S.S. No. 15, Plympton		
Lanark	Maberly	1908	364
Leeds	Athens	1908	1,544
do	Elgin	1908	584
do	Newboro	1908	494
do	Addison	1909	459
Lennox and Add.	Enterprise	1908	903
do	Yarker	1908	522
Lincoln	Caistorville	1908	379
Middlesex	Granton	1910	295
Muskoka	Severn Bridge	1907	977
Nipissing	Haileybury	1907	414
Northumberland.	Fenella	1908	709
Ontario	Brougham	1908	.....
do.	Zephyr	1909	1,327
Parry Sound	Kearney	1906	.....
	Trans. to P.S. Trustees		
do	Powassan	1907	888
do	Emsdale	1908	1,140
do	Sundridge	1908	1,070
do	Sprucedale	1909	1,084
do	Rousseau	1910	547
Peel	Cheltenham	1908	2,583
do	Forks of the Credit	1908	.....
do	Lorne Park	1909	443
Peterborough	Havelock	1908	426
Prince Edward	Bloomfield	1908	1,804
Renfrew	Burnstown	1909	942
Russell	Vars	1908	990
Simcoe	Thornton	1908	427
Stormont	Finch	1907	672
do	Moose Creek	1908	382
do	Wales	1908	1,227
do	Berwick	1909	907
do	Crysler	1908	492
Waterloo	Baden	1908	2,900
do	Floradale	1908	2,107
do	Linwood	1909	709
Wellington	Hillsburg	1906	1,350
	Sold to pay liabilities		
do	Glen Allan	1909	1,210
Wentworth	Binbrook	1908	652
do	Freelton	1908	401
York, N.R.	Keswick	1906	213
	Near Sutton		
do	Vandorf	1908	2,215
	Main Line, C.P.R.		

Total number of libraries taken off the list between 1905 and 1910, inclusive .. 91
Total number of books in 91 libraries 82,488

Summary;—Showing total number of libraries taken off the list during each year from 1905 to 1910, inclusive:

Year.	Number of Libraries.
1905	4
1906	7
1907	5
1908	54
Total number taken off before the passing of the new act..	70
1909	17
1910	4
Total number taken off subsequent to passing of the new act.	21
Total Libraries taken off the list	91

Of these 91 Libraries 11 were allowed to transfer or sell their 12,488 books to schools or other libraries, leaving 70,000 books of 80 libraries yet to be accounted for. Steps are now being taken to ascertain the whereabouts of all these books, in order that if available they may be utilized to the best practical advantage.

Names of the Librarians of the Free and Association Libraries, Province of Ontario, that reported to the Department in 1911, Alphabetically arranged

Library.	*F or A	Librarian.
Acton	F	Coleman, Miss Ethel.
Ailsa Craig	F	Wyllie, Miss Josephine.
Alton	F	Smith, J. B.
Amherstburg	F	Leggatt, Miss Beatrice E. H.
Arnprior	F	McBride, Miss Jennie.
Aurora	F	Clark, Miss Ida.
Aylmer	F	Hoag, Miss Susan L.
Ayr	F	Fairgrieve, Thomas.
Admaston	A	Box, Herbert G.
Alma	A	Harvey, William.
Almonte	A	Saddington, Miss Hilda.
Angus	A	Beer, Thomas.
Arkona	A	George, Garnet P .
Arthur	A	Peterkin, Miss Bertha L.
Atwood	A	Coghlin, E.
Auburn	A	Blair, Miss Susie .
Beeton	F	Colwell, Miss Mabel.
Berlin	F	Dunham, Miss B. Mabel, B.A.
Belleville	F	Walker, A. R.
Bothwell	A	Rosebrugh,, A.
Bracebridge	F	Dickie, Moses J.
Brampton	F	Hart, Miss Hattie E.
Brantford	F	Henwood, E. D.
Brighton	F	Alexander, S. A .
Brockville	F	Stewart, Miss Margaret M.
Brussels	F	Kerr, Mrs. Jessie.
Burk's Falls	F	Wilson, Miss Gertrude.
Badjeros	A	Hamilton, Jacob.
Barrie	A	Smith, Miss Hattie.
Bath	A	Matthews, Miss Cora E.
Baysville	A	Langmaid, Harry.
Beachville	A	Turner, Wallace.
Beamsville	A	Kennedy, Miss H.
Beaverton	A	Cameron, Miss Margaret.
Belfountain	A	Jacques, William.
Belmont	A	
Belwood	A	Hutchinson, Walter R.
Blenheim	A	Newson, Mrs. H. A.
Bloomsburg	A	Sullivan, Miss Cora.
Blyth	A	Stothers, Joseph.
Bobcaygeon	A	Sheppard, Mrs. Helen M.
Bolton	A	Stotts, Miss Nancy.
Bowmanville	A	Gale, Miss Jennie.
Bracondale	A	Heron, F. Earl, Ass't.
Bradford	A	Broughton, H. S.
Bridgeburg	A	Clark, Miss Hazel E.
Brooklin	A	Halliday, Daniel.
Brownsville	A	Agur, Miss Bertha .
Brucefield	A	Rogers, J., M.D.
Burford	A	Pite, George.
Burgessville	A	Hillicker, Miss Edna.
Burlington	A	Detlor, Miss Mary.
Caledon	F	Rutledge, William.
Caledonia	A	Smith, Mrs. D. L.
Camden East	F	Parrott, Miss Bertha.
Camlachie	A	Anderson, John.
Cardinal	F	Harbottle, Mrs. Margaret.
Carleton Place	F	McRostie, Miss Emma.
Chatham	F	Reed, Miss J. S.
Chesley	F	Ferguson, Mrs. H. E.
Chesterville	A	Saucier, Mrs. W. M.
Clifford	F	Graef, Wm. H.
Clinton	F	Rudd, Miss M. G.
Collingwood	F	Hilborn, Miss Ella.
Copper Cliff	F	Farnham, M. M.
Cornwall	F	Clark, Miss L.
Creemore	A	MacKay, John.
Cambray	A	Rogers, H.
Campbellford	A	Cooke, Miss E.
Canfield	A	McDonald, John.
Cannington	A	Harrison, Miss Maggie.
Cargill	A	Loughleen, Mrs. R.
Carp	A	Evoy, Jas. A.
Chatsworth	A	Herberts, John P.
Cheapside	A	Sherk, George.
Claremont	A	Bundy, Judson.
Clarksburg	A	Johnston, E. O.
Cobourg	A	McEvers, Miss Laura.
Colborne	A	Gale, J. H.
Coldstream	A	Marsh, A. R.
Comber	A	Havelock, Mrs. Annie.
Cookstown	A	
Copleston	A	Parker, Mrs. R.
Corkery	A	Kennedy, Miss Maggie.
Deseronto	F	Brown, H. P.
Drayton	F	Jack, E.
Dutton	A	Jordan, Miss C.
Deer Park	F	
Depot Harbour	A	Boyd, C. W.
Don	A	Smith, James H.
Dorchester	A	Walker, Miss
Drumbo	A	Mitchell, J. A.
Dryden	A	Shillenbury, Mrs.
Dundalk	A	Morgan, Miss Mary Ann.
Dundas	F	Potter,, Miss Jessie C. B.A.
Dunnville	A	Hyder, Fred.
Dungannon	A	Mole, Mrs. Wm.
Duart	A	Currie, A.
Dunvegan	A	McSwayne, Miss Sarah.
Durham	A	Eldridge, Clifton.
Elmira	F	Gergie, Miss Evelyn.
Erin	F	Hamilton, T. J.
Exeter	F	Connor, James.
Easton's Corner	A	Warren, Miss Caroline .
East Toronto	F	
Elmvale	A	Forsyth, Mrs. Wm.
Elmwood	A	Laurie, Miss.
Elora	F	Land, Miss Ida.
Elphin	A	Budd, H. W.
Embro	A	Rutherford, Miss C.
Emsdale	A	Giles, F. E.
Ennotville	A	Cunningham, Andrew.
Essex	F	Whitmore, Miss.
Ethel	A	McDonald, A.
Fenelon Falls	A	Calder, M. E.
Fergus	F	Anderson, Mrs. Dora.
Fonthill	A	Gillies, Mrs. P.
Forest	F	Bradbury, Miss Victoria.

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Names of the Librarians of the Free and Association Libraries, Province of Ontario, that reported to the Department in 1911, Alphabetically arranged—Continued

Library.	*F or A	Librarian.	Library.	*F or A	Librarian.
Forester's Falls.	A	Pounder, Mrs. P. R.	Lyn.....	A	Pergau, Miss Laura.
Fort Erie.....	A	Graham, Miss Cora.	Lynden.....	A	Pine, Miss Iva.
Fort William...	F	Black, Miss M. J. L.	Markdale.....	F	Mann, Miss V.
Frankford.....	A	Miller, M. I.	Matilda (Iroq.).	A	Strader, Ed.
Galt..	F	Millard, Miss Alice Gay.	Merrickville.....	F	Johnston, J.
Garden Island..	F	Morton, Geo.	Merritton.....	F	Carroll, Mrs. Jas.
Georgetown.....	F	Adams, Mrs. Annie.	Midland.....	F	Howard, C. W.
Glencoe.....	F	Wilson, George.	Millbrook.....	F	Hampton, Miss A.
Goderich.....	F	Aitken, J. L.	Milverton.....	F	Rosamond, Mrs. F. B.
Gore Bay.....	A	Owen, A. E.	Mitchell.....	F	King, Michael.
Grand Valley....	F	McKinley, Miss E. L.	Madoc.....	A	Mouncey, L.
Gravenhurst....	F	Cross, W. H.	Mallorytown....	A	Hadigan, Mrs. M. B.
Grimsby.....	F	Brodin, James.	Manilla.....	A	Pearce, Miss E.
Guelph.....	F	Harris, Miss.	Manotick.....	A	Waddell, J. W.
Gananoque.....	A	Osser, A. R.	Markham.....	A	Hicks, O. S.
Glen Morris.....	A	Patterson, C. S.	Marksville.....	A	Brown, N.
Gore's Landing.	A	Harris, J. A.	Meaford.....	A	Smith, Miss Sophia.
Gorrie.....	A	Williams, J. R.	Melbourne.....	A	
Grafton.....	A	Hutchings, Miss Georgia.	Mildmay.....	A	Johnston, J. A.
Hagersville ...	F	Jennings, Wm. W.	Mill Grove.....	A	Burns, Stanley.
Hamilton.....	F	Hunter, Adam.	Milton.....	A	McKenzie, Miss M.
Hanover.....	F	Helwig, Miss.	Minden.....	A	Gardner, Miss.
Harrington.....	A	McLeod, Miss.	Monkton.....	A	Perry, Miss Lizzie.
Harriston.....	F	Smith, Miss J.	Mono Centre....	A	McFadden, Jas.
Hensall.....	F	McDonnell, F. C.	Mono Mills.....	A	Henry, Mrs. J.
Hespeler.....	F	Jardine, Miss Isabella.	Mono Road.....	A	Heck, Miss Laura.
Haileybury.....	A	Jarrett, Mrs. Ella.	Morrisburgh....	A	Eastman, Jas. N.
Haliburton.....	A	Bain, H.	Morriston.....	A	Morrison, Miss Florence G.
Harrow.....	A	Toffleman, R. H.			
Hastings.....	A	Bingham, Herb.	Mount Albert...	A	Lloyd, Wm.
Hawkesville.....	A	Ahrens, Miss Aug.	Mount Brydges.	A	Root, W. A.
Highland Creek	A		Mount Forest...	F	Young, Mrs. R.
Hillview	A	Howie, R. G.	New Liskeard .	F	Gold, Mrs. E. M.
Hillsdale.....	A	Kitchen, Victor.	Newmarket.....	F	Jones, Mrs. F. E.
Holstein.....	A	Coleridge, D. P.	Niagara Falls...	F	Butters, Miss M. L.
Honeywood.....	A	East, Mrs. G. A.	North Bay.....	F	Huntington, Mrs. A.
Huntsville.....	A	Rundleson, Wm.	Nanticoke.....	A	Harris, Mrs. Wm.
Ingersoll.....	F	McKellar, Miss Janet.	Napanee.....	A	Edwards, Miss Lucy.
Inwood.....	A	Oakes, T. J.	Newburgh.....	A	Moore, Mrs. J.
Islington.....	A	Ide, John C.	Newbury.....	A	Tucker, C.
Jarvis.....	A	Machell, Wm.	New Dundee....	A	Kriesel, Miss N.
Kemptville.....	F	Duke, Mrs. Alice.	New Durham .	A	Kelly, Philip.
Kincardine.....	F	Moody, W. H.	New Hamburg..	A	Katzenmeur, Miss B.
Kingston.....	A	Kennedy, Mrs. A. J.	Newington.....	A	Jardine, Mrs. M.
Kingsville.....	F	Tulran, Mrs.	Niagara.....	A	Ball, Alfred.
Kars.....	A		Norland.....	A	Atley, Will.
Kemble.....	A	Hurlburt, Mrs.	North Gower....	A	Morphy, J. C.
Kinmount	A	Teain, Geo.	North Toronto..	F	Frohms, A.
Kintore.....	A	Chalmers, Miss Margaret	Norwich.....	A	Poldon, Miss A. E.
Kirkfield.....	A	McKay, Miss G.	Norwood.....	A	Lillie, John.
Komoka.....	A	Bishop, W.	Orangeville.....	F	McPherson, Dugald.
Lakefield.....	F	Langley, Oliver.	Oshawa.....	F	Jacobi, Mrs. E.
Lanark.....	F	Jackson, Miss Katie.	Ottawa.....	F	Burpee, L. J.
Lancaster.....	F	Falkner, Alex.	Otterville.....	F	Downing, H. G.
Leamington.....	F	Hetherington, W.	Oakville.....	A	Irvine, Mrs. J.
Lindsay.....	F	Reazin, Miss Sarah M.	Oakwood.....	A	Cummings, John.
Listowel.....	F	Clunie, Miss L.	Odessa.....	A	Denges, Mrs. J. W.
London.....	F	Carson, W. O.	Oil Springs.....	A	Sisk, D. P.
Lake Charles....	A	Davidson, R. C.	Omemee.....	A	Sherwood, Jos.
Lefroy.....	A	Sproule, Mrs.	Orillia.....	F	Redpath, B.
Little Britain...	A	Yerex, E. B.	Orono.....	A	
Lucknow.....	F	Graham, Robt.	Owen Sound....	A	Scott, Miss Victoria.

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Names of the Librarians of the Free and Association Libraries, Province of Ontario, that reported to the Department in 1911, Alphabetically arranged—Continued

Library.	*F or A	Librarian.	Library.	*F or A	Librarian.
Paisley	F	McCallum, Miss L.	South Mountain	A	Thompson, Wm.
Palmerston	F	Copp, Miss A.	South River	A	Banting, Miss Kate.
Paris	F	Mylne, Miss Mary E.	Sparta	A	Maedinger, Miss L.
Parkhill	F	Magladary, Miss M. J.	Speedside	A	Taylor, Joseph.
Parry Sound	F	Foote, Miss Mabel G.	Springfield	A	Kilpatrick, W.
Pembroke	F	Beatty, Miss Alma.	Strathroy	A	Greenway, Miss E.
Penetanguishene	F	Knight, G. H.	St. George	A	Green, A. E.
Perth	F	Nicoll, Miss H.	St. Helen's	A	Clark, Mrs. A.
Picton	F	Holmes, Miss Eleanor.	Sunderland	A	Doble, Frances.
Port Carling	F	Stubbs, F. D.	Sutton West	A	Treloar, Miss E.
Port Colborne	F	Brown, F. K.	Sydenham	A	Townsend, Mrs. E.
Prescott	F	Tyner, Miss S.	Tara	F	McDonald, A.
Preston	F	Fenwick, Miss N.	Thornloe (New Liskeard)		See New Liskeard.
Princeton	A	Strode, Miss E.	Thorold	F	Lampman, Miss C.
Pakenham	A	Mayne, Miss A. M.	Toronto	F	Locke, Geo. H.
Peterborough	A	De La Fosse, F. M.	Trenton	F	Delaney, Mrs. A.
Pickering	A	McFadden, T. M.	Tavistock	A	Schwalm, Miss Bertha.
Plattsville	A	Robinson, George J.	Teeswater	A	Braden, Miss L.
Point Edward	A	McCrae, M.	Thamesford	A	Bain, A. O.
Port Arthur	F	Wink, Mrs. J.	Thamesville	A	Evans, Miss M. E.
Port Credit	A	Goggin, Miss.	Thedford	A	Hoffman, H. J.
Port Dover	A	Varey, C. C.	Thornbury	A	Boyd, L. F .
Port Elgin	F	McKay, Miss F. A.	Tilbury	A	Hutton, W. A.
Port Hope	F	Hamly, Miss L.	Tillsonburg	A	Imrie, Wm.
Port Perry	A	MacPhail, Miss K. E.	Toronto Junction	F	
Port Stanley	A	Thompson, Miss P.	Tottenham	A	Abbott, F. W.
Queensville	A	Turner, Miss Lizzie.	Trout Creek	A	Sloman, A.
Rat Portage (Kenora)	F	Bevan, Arthur C.	Tweed	A	Frost, Miss S.
Renfrew	F	Stewart, Miss Margaret.	Uxbridge	F	Nutting, M. L.
Richmond Hill	F	Cowie, Geo.	Underwood	A	Brill, John.
Ridgeway	F	Thom, Miss Muriel.	Unionville	A	Neville, Miss Jane.
Richmond	A	Elroy, Winton.	Vankleek Hill	A	Bouder, F.
Ridgetown	A	White, Miss Phoebe.	Victoria (Caledonia P.O.)	A	Hudspeth, W. H.
Ripley	A	Stanley, Miss L.	Victoria Mines	A	Sinclair, H. C.
Rivérdale	A	Brown, James.	Walkerville	F	Edgecomb, John.
Rockwood	A	Johns, A.	Wallaceburg	F	Johnston, H. E.
Romney	A	Lyons, Miss Ada V.	Waterloo	F	Roos, Miss Emma B.
Runnymede	A	Durrant, Harry.	Watford	F	Reid, Mrs. J.
Russell	A	Levis, Miss A. N.	Westford	A	Haldenby, Howard.
Sarnia	F	Gardiner, Miss J.	Wiarton	A	Matthews, Mrs. C.
Seaforth	F	Thompson, Miss G.	Windsor	F	Watson, Miss H. C.
Shelburne	F	Galbraith, Miss J.	Wingham	F	Fleuty, Miss M.
Simcoe	F	Jackson, Hayes A.	Woodstock	F	Robb, Miss M. I.
Smith's Falls	F	Sutton, Miss E.	Wroxeter	F	Robinson, W.
Stayner	F	McBeth, W.	Walkerton	A	Thompson, W. B.
Stirling	F	Clute, Thos.	Walton	A	Johnston, Mrs .A.
Stouffville	F	Dales, Miss L.	Wardsville	A	Douglas, Mrs. A.
Stratford	F	Johnston, Miss L.	Warkworth	A	Haisley, Mrs. M.
Streetsville	F	Hollingshead, C.	Waterdown	A	Griffin, Miss D.
St. Catharines	F	Norris, John A.	Waterford	A	Cunningham, C. J.
St. Mary's	F	King, Miss L.	Welland	A	Miller, Abel.
St. Thomas	F	McDonald, Miss A. C.	Wellesley	A	Bellinger, Geo.
Saltfleet (Stoney Creek P.O.)	A	Springsteed, Mrs.	Weston	A	Sosnosky, Miss F.
Sault Ste. Marie	F	Champion, Miss.	Whitby	A	Frazer, G.
Scarboro	A	Elliott, Geo.	White Lake	A	Hough, Mrs.
Scotland	A	McCurdy, Miss Annie.	Williamstown	A	Cattenach, Miss J.
Shedden	A	Norman, Geo.	Winchester	A	King, Thos.
Shetland	A	Dobbyn, Miss M. L.	Woodbridge	A	Brown, Ed. W.
Smithville	A	Marten, J. M.	Woodville	A	Gilchrist. J.
Southampton	A	Sackford, J. C.			

*F stands for Free Library. A stands for Association Library.

Walkerville Public Library. Interior

SALARIES OF LIBRARIANS

The following figures show the total amounts paid out last year in salaries to librarians, etc., by those Free and Association Libraries in Ontario which have shown salaries separately in their Annual Reports.

Of 131 Free Libraries, salaries as entered	$83,769.85
Of 224 Association " " " "	9,121.37
Total	$92,891.22

Of the 131 Free Libraries there are ten whose salary paysheets amount to over $1,000. These are Toronto $26.281, Ottawa $7,680, Hamilton $7,411, London $4,108, Brantford $2,699, Berlin $1,802, Sarnia $1,108, Chatham $1,088, Fort William $1,060, Niagara Falls $1,000, or a total of $54,237. This leaves $29,532 paid in salaries by the remaining 121 Free Libraries, an average of $247.00 for each of these latter libraries. The $9,121.37 paid by the 224 Association Libraries gives an average of $41.00 for yearly salaries.

In the State of New York the salaries of librarians in towns of from 1,000 to 2,000 population range from $13.00 to $354. This latter was paid by a library owning 11,233 volumes. The average salary was $130. The smaller libraries, however, lead the city libraries in respect to per capita supply of both books and circulation. In Great Britain there are about 7,000 library assistants, some receive a salary of £124 per annum. There are also 450 chief librarians. If the social status of the library worker is to be raised, adequate salaries must be paid. The public are recognizing the fact that—a good librarian—"is worth while."

THE LIBRARY OF THE DEPARTMENT OF EDUCATION

Acting upon the representations of the Inspector in 1910 the Minister of Education, recognizing the importance of the proper classification and cataloguing of the books of the Library of the Department, authorized the Inspector to make arrangements for the carrying out of the work. Reference to this was made in my report of last year. This library, which is of special service to the students of the Toronto Normal School, being under the same roof, contains about 35,000 volumes, a large proportion of which are of great educational value. The practical worth of this collection as a library of historical and educational reference, was established by the number of books that were requisitioned last summer by the staff and students of the Library School.

The classification and cataloguing of its books instituted by Miss Grace Andrews and Miss P. Spereman in 1910, and now in charge of the former under Mr. H. M. Alley, librarian, is progressing most satisfactorily. The classification follows the Dewey Decimal System without alternation, but with some expansion. The Cutter author notation has been adopted, while the American Library Association cataloguing rules and subject headings have been generally adhered to. Up to the close of the departmental year 1911, 14,676 volumes had been accessioned, shelf-listed and fully catalogued. Upon every one of these books labels were placed, with call numbers plainly marked. Pockets have also been added for Newark Charging System purposes. An additional 1539 volumes (500 titles) temporarily stored in the basement have been both numbered and catalogued. The cards for

these will be typed and added to the catalogue when the books are shelved. Only 374 of these latter volumes have been accessioned. The Catalogue consists of 18,518 cards typed and written, represented by 8,867 shelf-cards.

I regard the commencement of this work as one of the most important library occurrences of the year.

"A LIBRARIAN'S JOB"

A Californian writer, with a large share of ingenious sarcasm, has thus described the qualifications supposed by some ultra-exacting critics to be absolutely essential for the perfect understanding of a "librarian's job":—

"A librarian's job is no light and sportive task. It requires a capacity such as few men possess. It is a serious occupation, fraught with staggering difficulties. To fill a librarian's chair adequately means that a man must be built with broad sympathies, leniency, genuine intelligence, and a comprehensive understanding. One's prejudices must be shored up, bound and gagged. One's personal tastes must be put on a continuous diet of febrifuges.

A librarian must be temperamentally polyandrous and cut from an unbiased piece of material. He must be the shop girl's idol, the old lady's darling, the scientist's ideal, and the friend of the professional pundit. He must have temperamental affinities for all novelists, from Hall Caine to Tourgenieff. He must tolerate all poetry, from the passionate strophes of Ella Wheeler Wilcox to the metaphysical rumble-bumble of Browning. He must respect all scientists, from Cagliostro and Lombroso to Ernest Haeckel and Pasteur. He must admire historians from Marco Polo and Sir John Mandeville to Fiske and Ferrero.

Furthermore, he must countenance equally spook-chasing, Christian Science, voodooism, psychotherapy, woman suffrage, New Thought, ... single tax, and physical culture. Literature dealing with esoteric fads, quasi-sciences, theologies, Emmanuel movements, and Yogi doctrines, he must keep impartially on the shelves for the delectation of their various proselytes.

And this is not all. An ideal librarian must be able to mingle with all the varied types of the genus homo. He must please the old ladies who would like to run the library. He must surfacely countenance the ravings of cranks. He must insinuate himself into the good graces of the juvenilia. He must be esoteric with the theosophists and pharmacological with the M.D.'s. He must know how to balance saucers at pale teas, and how to nibble macaroons and analyze the weather at the same time. . . He must be able to officiate at female bun scrambles, lecture before women's clubs, write articles on education, converse sympathetically on all themes, and be dexterous in the prestidigitation of statistics, so that he can prove conclusively any contention or its reverse by a few figures. Also he should have mastered the science of platitudinizing.

And last, a librarian must be non-reformative. He must permit a differentiation in human belief and purpose. He must allow the reader to work out his own destiny. A citizen pays his money for the books he wishes to read, and it is outside the jurisdiction of the librarian and the library board to tell him what he ought to read. Moral superintendents do not make for progress.

In fine: A librarian must please everybody, and at the same time handle intelligently one of the greatest educational institutions in the world."

CLASSIFYING AND CATALOGUING

Report of Miss P. Spereman, Departmental Cataloguer

"From November 2nd, 1910, to May 12th, 1911, I assisted in the classifying and cataloguing of the Normal School Library at the Department of Education; after that date I visited the following libraries, where the books were classified, catalogued, children's department established, and, in some cases, a new charging system was installed.

Belleville.

In the Belleville library there are about 8,000 vols., all in fairly good condition. The books were all classified and the work of cataloguing well started. A Juvenile Library was also established; there is an age limit of ten years, and free access is allowed to all the shelves.

Peterborough.

There are about 11,400 books in this library. I did not classify *all* the books in this library, as the librarian would be able to go on with the work. Free access is allowed to all the books, and there is no age limit for the children. In the near future the Library Board intend to have a separate room for the children's books and to have "The Story Hour" once a week.

Brampton.

In this library there are about 5,300 vols. I classified all the books and started the cataloguing. The librarian of this library deserves much credit for the work she has done—the circulation is very large—and as she has no assistant she has the regular work of a library every day, as well as the completion of the catalogue. A Children's department was established, and no age limit. Free access is allowed to all the shelves.

Embro.

In the Embro Library there are about 6,000 books—all in fairly good condition. I classified all the books, gave instructions for the completion of the catalogue. Free access is to be allowed to all the shelves. A Children's department was established, and I gave two "Story Hours" to the children in the different schoolrooms. The members of the Library Board were very generous with their services in helping to carry out the work of cataloguing and classifying their library.

Port Arthur.

The books in this library, about 4,000 in number, were in the best condition of any library I have ever visited. I classified all the books in the library and started the work of cataloguing—the Newark charging system had already been installed. A Children's department was also established, and good work had been done by the librarian and her assistant in this branch of library work. The members of the Library Board are very active, and very anxious to promote the growth of the library. Free access is allowed to all the shelves—and there is no age limit for the children.

North Bay.

In this library there are about 3,000 vols. I classified all the books, established a Children's department, and also installed the modified Newark charging system. Free access is *not* allowed to the shelves. There is no age limit for the children.

Midland.

Midland has about 3,500 books on the shelves, all in fairly good condition. I classified all the books and started the cataloguing. A Children's department was established, and also the modified Newark charging system was installed. The members of the Board and the librarian are very energetic and anxious that their library should progress. Free access is allowed to all the shelves and no age limit exists for the children.

Western Branch Library, Toronto

Riverdale Branch Library, Toronto

Scarborough.

There are 6,000 vols. in this library. I classified and catalogued all the rooms, and also established a Children's department and gave one "Story Hour." Free access is allowed to all the shelves, and no age limit exists for the children.

Windsor.

The catalogue in this library needed complete revision—and on account of the short time of my visit there I could only do very little of the work necessary and plan the rest of the work for my future visit."

BRANCH LIBRARIES

In my last year's report, 1910, pages 487-88, I referred to the criticism that the Department and the Inspector experienced at the hands of the chief librarian, Toronto, for the non-endorsement of his claims that the branch libraries of the Toronto Public Library were entitled to the maximum annual grant and that in declining to pay the grants asked for, the Department was not wishing to do justice to the work that the Toronto Public Library was trying to accomplish. Notwithstanding my desire to see aid extended to these branch libraries and my effort to accomplish this through a departmental regulation, I was advised by the law officer of the Crown when another application was received from the Secretary of the Toronto Public Library for payment of these grants, that I had properly interpreted the Act and had no authority to make the payments referred to.

I was informed by this official that in no circumstance, with due respect to Section 23, sub-sections 1 and 2, could the annual grant to any library board exceed the maximum of $260.00. The Toronto Public Library and its branches are all under the control of the one Board. I was also relieved to find that this opinion was confirmed by Mr. N. Gash, K.C., the present Chairman of the Toronto Public Library Board, who stated that it was legally impossible under the Act to make the payments referred to. I would, however, respectfully reiterate my suggestion of last year that the Public Libraries Act be amended, so as to provide for the extension of government aid under proper regulations to any bona fide branch library actually "a separate unit," it having otherwise complied with the ordinary qualification requirements.

I would also draw attention to the claim of the Toronto Public Library, that in taking over the libraries of certain suburbs that had been annexed to the city they were assuming all the cost of maintenance of these without receiving a *quid pro quo* of any kind. When these several district libraries, now branch libraries of the Toronto Public Library, were taken over by the latter, they did not come altogether empty handed or without contributing a dower of some kind. The records show that on being taken over, these libraries had the following assets at the time of the transfer.

Parkdale,	cash	on	hand	$122.70.	Books 1,819.
West Toronto	"	"	"	107.41.	" 3,800.
Deer Park	"	"	"	18.25.	" 1,281.
Brancondale	"	"	"	56.10.	" 1,777.

making a total in cash of $304.46 and in books 8,677 volumes.

In addition to this East Toronto when taken over should also contribute $97.69 in cash and 1,614 books, a total in all of cash and books which, even assuming that some of the latter are not in the best of condition, is yet a substantial contribution to the assets of the Toronto Public Library. Nor was this all, for in the case of West Toronto a new $20,000.00 Carnegie building was included in the transfer.

STORY OF THE "TRAVELLING LIBRARY" MOVEMENT IN THE PROVINCE OF ONTARIO

The Travelling Library system was introduced into the Province of Ontario in 1901 under the Hon. G. W. Ross's administration, with the Hon. R. Harcourt Minister of Education. During that year eight Travelling Libraries were sent into the Lumber Camps of New Ontario, the idea, as then stated, being to extend "the system to the rural districts." These cases were numbered "A" to "H."

By the end of 1902, 24 months after the inauguration of this system, another nine cases, I to S, were added to the original eight of the year previous, making 17 cases, all of which, however, were confined to the lumber camps of Northern Ontario. At the close of this second year the primary purpose of extending this system into the rural districts had not been accomplished.

At the close of 1903, the expiration of another year and 36 months after the inauguration of the movement, another 12 cases, consisting of numbers "T" to "Z" and "A1" to "E1," were added to the former stock. All of these, however, were also shipped to the lumber camps of New Ontario. Three years after the system had been organized, only 36 cases, containing about 1,550 books, had been placed in circulation, and none in "rural districts," for which specific purpose the movement, strictly speaking, had been established.

In 1905, the first year of the Hon. James Whitney's administration, with the Hon. Dr. R. A. Pyne, Minister of Education, the 36 Travelling Libraries that had been doing duty for the past three years, still under the supervision of Dr. May, Superintendent of Public Libraries, were again placed in circulation by him, serving the same place which they had hitherto benefited, an interchange of libraries, however, taking place, the extension of the system to the rural districts not having been arranged for by the Superintendent.

In 1905, Dr. May having relinquished office on November 1st, a new officer, Mr. T. W. H. Leavitt, was appointed Inspector. The time of this official was almost wholly taken up in investigating the work of his predecessor. He reported that the data necessary upon which to base an estimate specific in its character of the progress made by the public libraries, etc., in the past could not be ascertained by the examination he had made of existing office records. This work left the then inspector practically no time to devote to the consideration of Travelling Libraries, and nothing further was accomplished, other than a continuance of the circulation of the 36 libraries already issued during the three years previous. The new Inspector, however, prepared regulations which made provision for the wider circulation of the Travelling Libraries. These, as then approved by the Minister, with certain changes, still remain in force.

In his report for 1906 Inspector Leavitt, referring to library extension through the medium of Travelling Libraries, drew special attention to the fact that the circulation of these had hitherto been "practically confined to lumber camps, which were only operated about six months during the year, the balance of the time the books being idle." He further emphasized the needs of the struggling libraries in the older portion of the Province that were calling for more books to circulate among the scattered communities. In order to test the extent of this demand, a few Travelling Libraries were sent out into the rural districts.

In 1907 the necessity for a better system in respect to Travelling Library extension being apparent, the plan as then outlined and considerably amplified was carried out. The reports of the Department of Education, as quoted, show that between the years 1901 and 1903 only 37 Travelling Libraries were loaned, and

these were sent exclusively to reading camps, being sometimes moved from one camp to another, the changes, however, not being reported and no record kept. Many, indeed, never came back, and to locate these was next to impossible owing to the incomplete records. So the old practice of sending from one camp to another was discontinued, no library being forwarded to a second camp without first being returned to the Department for checking and reshipping. "While this system," according to Inspector Leavitt, "increased the transportation charges, it was found that having the books returned direct to headquarters was by far the cheapest plan in the end, besides saving endless disputes and correspondence and additional clerical help."

During the Session of 1907 the Minister of Education, Dr. Pyne, actively alive to the value of Travelling Library extension, appealed to the Legislature, and a vote of $3,000 was passed for the special purpose of developing the system, the old form of ordinary box was abolished and Travelling *shelf* Libraries substituted, this being supplied with a register for recording in simple form the circulation of the books. The Travelling Libraries were divided into two classes, "fixed collections" and "open shelf collections." In addition to Travelling Libraries, supplementary boxes were also donated to the outlying camps containing Primary Readers, Spelling Books, Copy Books, Pens, Pencils and Paper. The records of this year showed a great advance over all others. A splendid "forward movement" was made, 128 places being supplied with 171 libraries, containing in all 5,141 books. In this connection it should be emphasized that in the three years prior to the present Minister of Education assuming office, viz., 1901, 1902 and 1903, only 31 Travelling Library Cases, containing 1,550 books, had been placed in circulation, *whereas in the three years following 1904,* under Inspector Leavitt, the Travelling Libraries had increased from *31 cases containing 1,550 books,* to *171 libraries containing 5,141 books.* An increase in a three-year period of 140 libraries and 3,591 books. In other words, the Travelling Library system had increased 550 per cent. during the first three years referred to.

In 1908 still further development of the Travelling Library system took place The past record was eclipsed, 208 libraries being loaned to 157 places, as against 171 libraries being loaned to 128 places during the year preceding. The total number of cases in stock at the close of this year was 150, containing 7,750 books in all.

In 1909 the death of the energetic Inspector, Mr. T. W. H. Leavitt, most regretably occured. It may be said that he was hardly in the saddle when the summons came. During his illness and for several months after, before his successor was appointed—September, 1909,—library work in all branches was seriously interrupted, yet so well had matters been planned that though the present Inspector was only four months in office 116 Libraries were circulated among 86 communities and printed catalogues of 60 "fixed collections" prepared, and about 500 books added to the stock.

In 1910, through the accumulation of work unfinished by his predecessor, much of the present Inspector's time was taken up in getting familiar with existing conditions. Notwithstanding additional responsibilities and a great increase in other branches of library work, 168 Travelling Libraries were loaned and circulated among 120 places during the year. Of these, 71 supplied the wants of struggling libraries and 97 of rural communities, an entirely neglected feature between 1901 and 1904. Many of these were sent to Women's and Farmers' Institutes. This number was exclusive of many libraries of technical books, which

in part fulfilment of a system formulated by the late Inspector were now placed in certain industrial centres to meet the pressing wants of local artisans, who, with no Night Schools or special facilities for obtaining a better technical knowledge of their individual vocational work, had been compelled to depend chiefly on the expensive course offered by foreign Correspondence Schools.

The action taken to give the impetus to the Travelling Library System that so important an auxiliary to education demanded was fast showing results, and the status, to which, as a great factor in disseminating knowledge among the people, it was entitled, was now commanding well merited recognition. A forward movement had commenced in earnest.

In 1911, 242 Travelling Libraries—an increase of 74 over the year previous—were loaned and circulated among public libraries, Women's and Farmers' Institutes, Study Clubs, rural districts, lumber and mining camps, to artisans for technical instruction and to many isolated communities, providing entertainment and instruction to thousands of grateful readers.

In order to provide for this increasing business created by the Department through well devised methods of publicity, and to replace worn out books, several thousand volumes have had to be added yearly. Let us summarize results for the seven years ending with 1911.

In 1904 there were only 31 Travelling Libraries in commission, containing 1,550 books, and these for three years had been going the rounds of a few lumber camps exclusively.

To-day there are 200 Travelling Libraries in commission loaned to 245 applicants, to equip which, and for interchange purposes, 12,000 books have been placed in circulation, showing an increase in the libraries at the rate of 29 cases a year, and in books an annual increase of 1,700 volumes. A one year's increase in readers—allowing three readers to every book—of 36,000, against 4,650 in 1907. In other words, an (1) increase in Travelling Libraries of 6½ times, (2) in books purchased, over seven times, and (3) in circulation almost 25 times over that of the first three-year period referred to. Surely this is a remarkable showing.

Ontario to-day actually leads 20 of the 29 States in the United States that have introduced the Travelling Library system, States in some instances with as large a population as Ontario, but with only one-sixth of its area. In respect also to its Public Libraries, Ontario outclasses—as an example—the great and wealthy State of New York, which has but one library for every 23,000 of its population, while Ontario has one library for every 7,000, and while our Provincial Government can, and does grant to any Public Library qualifying under the Act a yearly maximum grant of $260.00, the annual maximum grant by the State of New York to any library is only $100.00. Indeed, the further one extends the parallels of comparison, the greater the contrast in favour of Ontario, for the Minister of Education, not satisfied with helping to maintain from five to twenty public libraries in every county, jointly owning about 1,344,000 volumes, with an annual circulation of over 3,375,000 per annum, he has also provided 200 travelling libraries for those communities without reading facilities in the remoter districts containing 12,000 volumes of selected literature of every class and which are continually on the wing.

TRAVELLING LIBRARIES

List of Travelling Libraries—"Fixed" and "Openshelf"—that were loaned to small Public Libraries, Association Libraries, Women's and Farmers' Institutes, Communities and Technological Collections, during the year ending October 31st, 1911:—

Those marked with an asterisk (*) are *New* places, 46 in all.

Name	No. Loaned	To Public Libraries	To Women's and Farmers' Institutes	Communities
1 Allenford	2	....	W.I.	....
2*Allenburg	1	....	W.I.	....
3*Angus	2	P.L.	.....	....
4*Antrim	1	....	W.I.	....
5 Arkell	1	....	W.I.	....
6 Arkwright	2	....	W.I.	....
7 Aspdin	2	....	W.I.	....
8 Atwood	1	P.L	.....	....
9 Auburn	2	P.L.	.....	....
10*Aughrim (Aberfeldy)	1	....	W.I.	....
11 Bala	1	....	.....	C.
12 Bardsville	2	....	W.I.	....
13 Berkindale	2	....	W.I.	....
14 Bobcaygeon	1	P.L.	.....	....
15 Bowmanville	1	P.L.	.....	....
16 Bridgeburg	2	P.L.	.....	....
17 Brockville	1	P.L	.....	....
18 Brooksdale	2	....	W.I.	....
19*Brouseville	1	....	W.I.	....
20*Bowling Green	1	....	W.I.	....
21*Brinsley	1	....	W.I.	....
22 Brookholm	1	....	W.I.	....
23 Branchton	1	....	W.I.	....
24 Burford (1 donation)	7	P.L.	.....	....
25 Burk's Falls	1	P.L.	.....	....
26 Caledon	1	P.L.	.....	....
27 Cambray	1	P.L	.....	....
28 Cannifton	1	....	.....	C.
29 Canfield	1	P.L.	.....	....
30 Carp	1	P.L.	.....	....
31 Castlemore	1	....	W.I.	....
32*Cherry Valley	1	....	W.I.	....
33 Chesley	1	....	W.I.	....
34 Clavering	1	....	W.I.	....
35 Cobourg	1	....	W.I.	....
36 Colborne	1	P.L	.....	....
37 Colpoy's Bay	1	....	W.I.	....
38 Cookstown	2	P.L.	.....	....
39*Cormee(ThunderBay)	6	....	W.I	....
40*Conestogo	1	....	W.I.	....
41 Cottam	1	....	W.I.	....
42 Creemore	1	P.L.	.....	....
43 Cranbrook	2	....	.....	C.
44*Delora	1	....	.....	C.
45*Delta	1	....	W.I.	....
46 Dorion	1	....	W.I.	....
47 Dryden	1	P.L.	.....	....
48 Dundas	1	P.L.	.....	....
49 Dunsford	1	....	W.I.	....
50*East and West Lake	1	....	W.I.	....
51*Edenvale	1	....	W.I.	....
52*Eldorado	1	....	W.I.	....
53 Essex	1	P.L.	.....	....
54 Everett	1	....	W.I.	....
55*Falkland	1	....	W.I.	....
56*Fenwick	1	....	W.I.	....
57*Finch	1	....	W.I.	....
58 Forest (Mrs W. Parsons)	1	....	.....	....
59 Galt	1	P.L.	.....	....
60*Galetta	1	....	W.I.	....
61*Glencoe	1	P.L.	.....	....
62 Glanworth	2	....	.....	C.
63 Glen Williams	1	....	.....	C.
64 Gore Bay	1	P.L.	.....	....
65 Gorrie	2	P.L.	.....	....
66 Gooderham	2	....	W.I.	....
67 Grafton	1	P.L.	.....	....
68 Gravenhurst	2	P.L	.....	....
69 Hagersville	1	P.L	.....	....
70*Hampton	1	....	W.I.	....
71 Harriston (Technical)	1	P.L.	.....	....
72 Highland Creek	1	P.L.	.....	....
73 Hilliardton	2	....	W.I.	....
74 Hopeville	2	....	W.I.	....
75*Hymers	6	P.L	.....	....
76*Iona	1	....	W.I.	....
77 Inglewood	1	P.L.	.....	....
78*Inwood	1	....	F.I.	....
79*Ivy	1	....	W.I.	....
80*Kakabeka Falls	6	....	W.I.	....
81*Kells	1	....	.....	C.
82 Kent Bridge	3	....	W.I.	....
83 Kerrwood	3	....	W.I.	....
84*Kintail	1	....	W.I.	....
85*Kilbride	1	....	W.I.	....
86 Lake Side	1	....	W.I.	....
87 Lancaster	1	P.L	.....	....
88 Lyn	2	P.L	.....	....
89 Madoc	1	P.L	.....	....
90 Manotick	1	P.L.	.....	....
91 Martintown	2	....	W.I.	....
92 Merlin	2	....	.....	C.
93 Mohawk	1	....	W.I.	....
94 Mono Road	1	P.L.	.....	....
95 Monticello	1	....	W.I.	....
96 Mountain View	1	....	W.I.	....
97 Mount Pleasant	1	....	W.I.	....
98 Murillo	6	....	W.I.	....
99 Newbury	2	P.L.	.....	....

Travelling Libraries—Continued

Name	No. Loaned	To Public Libraries	To Women's and Farmers' Institutes	Communities
100 Newboro	1	....	W.I.	....
101*Newcastle Reading Club	1	....	.....	....
102*Newington	1	P.L.	.....	....
103 Norwood	1	P.L	.....	....
104*O'Connor	2	....	W.I.	....
105 Onondaga	2	....	W.I.	....
106 Orono	1	P.L.	.....	....
107 Park Head	2	....	W.I.	....
108*Penryn (Dundonald)	2	....	W.I.	....
109 Phelpston	1	....	W.I.	....
110*Porcupine	1	....	.....	C.
111 Powassan	2	....	.....	C.
112 Queenston	1	....	W.I.	....
113 Ripley	1	P.L.	.....	....
114 Robb	1	....	W.I.	....
115 Rockwood	2	P.L	.....	....
116 Runnymede (one donation)	7	P.L.	.....	....
117 Selkirk	1	....	.....	C.
118 Seely's Bay	2	....	W.I.	....
119 Shetland	1	P.L.	.....	....
120*Shanty Bay	1	....	.....	C.
121 Sheguindah	1	....	.....	C.
122*Slate River Valley	6	....	W.I.	....
123*South Gillies	6	....	W.I.	....
124 South Mountain	1	P.L.	.....	....
125 Staffa	1	....	W.I.	....
126*Stanley	6	....	W.I.	....
127*St. Augustine	1	....	W.I.	....
128 Streetsville	2	P.L.	.....	....
129 Sudbury (Donation, Reading Camp)	1	....	.....	....
130 Sunnidale Corners	2	....	W.I.	....
131 Sylvan	2	....	W.I.	....
132 Sutton	1	P.L	.....	....
133*Smith's Falls (Mrs McRostie, Study Club)	1	....	.....	....
134 Thamesford	1	P.L.	.....	....
135 Thamesville	1	P.L.	.....	....
136*Thedford	1	....	W.I.	....
137 Thorold	1	P.L	.....	....
138 Utterson	1	....	F.I.	....
139*Valens	1	....	W.I.	....
140 Waterdown Station	2	P.L.	.....	....
141*Wabash	1	....	W.I.	....
142 Walter's Falls	2	....	W.I.	....
143 Wardsville	1	....	W.I.	....
144 Waterdown	1	P.L.	.....	....
145*Wellman's Corners	1	....	W.I.	....
146 Westbrook	1	....	W.I.	....
147 Whitby	2	P.L.	.....	....
148*Whitefish (Donation, Reading Camp)	1	....	.....	....
149*Whittington	1	....	W.I.	....
150 Williscroft	1	....	W.I.	....
151 Winona	2	....	W.I.	....
152 Wooler	1	....	W.I.	....
153 Worthington	1	....	.....	C.
154 Williamsford	1	....	W.I.	....
155 Weston (Technical)	1	....	.....	....
Total	241	....	.....	....

* Of the above, 99 were for Women's and Farmers' Institutes, 79 were for Public Libraries, 56 were for Communities, 3 were for Study Clubs, 2 were for Reading Camps, and 2 were for Technical.

Libraries Nos. 40, 42, 63, 75, 100, 101, 103 and 107 sent to Mr. J. McLaughlin of Gore Bay during the years 1907 and 1908 for distribution, still remain unaccounted for.

REFERENCES TO TRAVELLING LIBRARIES

A few samples of scores of letters of appreciation received by the Inspector:

"Those who have taken advantage of using the books were delighted with them."—(Signed) ANNIE GILCHRIST, Secretary, Edenvale, W.I.

"We are well pleased with the books."—(Signed) MRS. JNO. A. COLLINS, Williamsford, W.I.

"We are very thankful for the privilege. The books are a great assistance to our library."—(Signed) LOUISE PERGAU, Lyn, P.L.

"Greatly appreciated by our readers."—(Signed) SADIE DAWSON, Glanworth, W.I.

"I don't know what we would do without them."—(Signed) H. DURRANT, Secretary, Runnymede, P.L.

"We appreciate very much the generosity of the Department in donating Library Case No. 25. These books will help us greatly in our camp education work."—(Signed) E. H. CLARKE, Reading Camp Association.

"The Travelling Libraries have been a material help in keeping the library on its feet."—(Signed) B. T. DICKSON, Librarian, Burford.

Travelling Libraries—Department of Education, Toronto. Sample Library Cases—"Women's Institute," "Technical," "Ordinary."

No. of Books Missing..... *Name of Place or Library* *Shipped*.....*191*

Replaced or Paid for..... ..... *Returned*.....*191*

Class of Library .....

REGISTER

Shewing Circulation of the Books of

TRAVELLING LIBRARY

Case No..

Names of the Six Books that had the greatest respective circulation

1 ..... 4 .....

2 ..... 5 .....

3 ..... 6 .....

The above is printed on the outside of front cover of every Travelling Library Register

The Nearest Public Library is ..... **It is about** ..... **miles distant.**

34 E.

No. of Case ..... Series .....

Class of Case .....

No. of Books .....

Name of Place or Library .....

Entered T. L. Index "A," page .....

ONTARIO
DEPARTMENT OF EDUCATION

TRAVELLING LIBRARIES

SPECIAL NOTICE TO CUSTODIANS OF TRAVELLING LIBRARIES

This REGISTER must be regularly and carefully entered up and returned without fail to the Department of Education, with the Travelling Library Case.

Unless this is done an application for another Travelling Library cannot be entertained.

Recipients of Travelling Libraries must also fill in the following summary :—

Date Library received ..... Date returned to Department .....

Circulation of Books among Adults ..... Among Juveniles ..... Total Circulation .....

Number of books of Non-Fiction issued to Adults ..... Juveniles .....

" " " Fiction, etc., " Adults ..... Juveniles .....

[Signed] ..... *

Librarian, or Custodian of Books.

WALTER R. NURSEY,
Inspector of Public Libraries.

* Give full name, and state whether "Mrs." or "Miss."

The above is printed on the inside of the Front cover of every Travelling Library Register

NOTE.—On the inside of the Outside Back Cover the Ten Classes and the Ten Sub-divisions of the Dewey-Decimal System of Classification is printed

TRAVELLING LIBRARIES

A request from the Belgian Government

Straws show which way the wind blows. As an indication of the publicity given by the Department to the Travelling Libraries system, and as a testimony of the good example set by Ontario, the following letter from Count de Lalaing, Belgian Minister in London, to Lord Strathcona, the High Commissioner for Canada in England, and transmitted to the Inspector, is reproduced:—

"London, November 8th, 1911.

M. le Haut, Commissaire:

I have the honour, at the instance of the Minister of Science and Arts, to ask your good offices to be supplied with all available information regarding the administration, installation, character and financial standing of, and the legislation relating to, circulating libraries.

The particulars asked for are better indicated in the series of questions which I subjoin to my letter.

Please accept, M. le Haut, Commissaire, the assurance of my high consideration.

(Signed) Count de Lalaing.

The Right Honourable, Lord Strathcona and Mount Royal, G.C.M.G., G.C.V.O., LL.D.,
High Commissioner for Canada."

Below are the questions set out in the letter of the Belgian Minister in London—Count de Lalaing—as transmitted, and the replies thereto by Walter R. Nursey, the Inspector of Public Libraries:—

Origin and Standing of Circulating Libraries

1. Q.—By whom established (The State, Municipality or Parish or private individuals)?

A.—By the Provincial Government of Ontario.

2. Q.—When established?

A.—In 1901.

3. Q.—How are public authorities connected with the administration of Circulating Libraries?

A.—The administration of 417 Public Libraries and the 220 Travelling Libraries, which latter at present comprise the circulating system, are subject to the direction of the Minister of Education, Hon. Dr. R. A. Pyne, and under the immediate supervision of the Inspector of Public Libraries, Walter R. Nursey.

(*a*) Q.—Are the same subsidized?

A.—All Travelling Library books and book cases are purchased and owned by the Government. The funds for the purpose are provided by a special vote of the Legislature, being a part of the annual amount appropriated for carrying on the Educational work of the Department of Education.

(*b*) Q.—Under what control?

A.—The Travelling Libraries are under the immediate control of the Inspector.

Administration

4. Q.—To whom are books supplied?

A.—SPECIAL Travelling Libraries may be loaned for the following purposes: The books to be circulated free of all cost to the individual borrowers.

(*a*) To Public Libraries in industrial centres: Technological collections for the special use of the local artisans and mechanics.

(*b*) To Public Libraries. Collections for children only.

(*c*) To Public Libraries. Collections for young men and women only.

(*d*) To Library Boards. A Library upon Construction.

(*e*) To Library Boards. A Library upon Administration.

(*f*) To Library Boards. A Library upon Cataloguing and Classification.

(*g*) To Study Clubs. A Library upon Canadian History or any special literary subjects, and books on Travel, Geography and Description.

(*h*) To Individuals. Collections of books for special reading courses.

Our Travelling Libraries are of two kinds: (1) Fixed or Permanent, and (2) Elastic or Openshelf. These are accompanied by classified lists.

ORDINARY Travelling Libraries are also loaned free from charge to the following:—

(*a*) To small struggling Public Libraries—whether Free or Association.

(*b*) To Groups of taxpayers living in hamlets.

(*c*) To Rural and isolated Communities.

(*d*) To Women's and Farmers' Institutes.

(e) To Mining and Lumber Camps and mill and other industrial companies in *New Ontario.

(*f*) To Poor Schools, not possessing a school library. (Loaned only under pressing needs.)

5. Q.—Are they supplied free of cost or not?

A.—The books are supplied to the readers absolutely *free of cost.* They are shipped in stained, stout wooden boxes with metal handles, and lid fitted with hinges and padlock. They are of two sizes: (a) 3 feet long, 1 foot 8 inches wide, and 6½ inches deep; (b) 2 feet long, 1 foot 8 inches wide, and 6½ inches deep, and will hold about 60 and 40 books respectively, hence when the lid is opened and thrown upwards and backwards it rests on the top of the box and forms a table, while the one adjustable shelf inside converts it into a book case. (See illustration, Page 527, Report of Inspector of Public Libraries, 1910.)

6. Q.—Is any security asked for before transmission of same; and, if so, what is the nature thereof?

A.—Application for the loan of a Travelling Library is made on a printed form to be filled in and signed, in the case of a (1) "Public Library," by the Chairman and Secretary and Treasurer or Librarian, and in the case of a (2) Community, Organization, Club, or other class of borrowers, by three representative residents, who become responsible for the safety of the books. A catalogue is sent with each case. Books lost have to be replaced or paid for by the borrowers.

7. Q.—For what time are books usually loaned?

A.—The Travelling Libraries are loaned for a period of three months, renewable for another similar or longer term by arrangement with the Department.

8. Q.—How many books does a Circulating Library usually contain?

A.—The libraries contain from about 40 to 60 books according to the size of the case. The larger sized boxes being usually reserved for the more remote places.

(*a*) Q.—In what proportion are to be found books relating to literature, travels, sciences?

*NOTE:—By "New Ontario" is meant the more remote and less developed part of the Province, in the north and north-west.

A.—The ORDINARY Travelling Libraries contain as a rule (a) from 40 to 50 per cent. of books of some of the following classes, viz., Philosophy, Religion, Sociology, Philology, Natural Science, Useful Arts, Fine Arts, Literature and History, the latter including Biography, Geography and Travel; (b) from 30 to 35 per cent. of fiction, and the remainder selected books for juveniles. The selection of the "library" (which in the case of ORDINARY collections are "fixed collections") being regulated in each instance by the local conditions and requirements of the community, information in respect to which is in the possession of the Inspector.

Where application is made for a SPECIAL Travelling Library (see answer to question 4) special open shelf collections are made up to meet the special requirements of special applications.

9. Q.—Are boxes or special cases made for the transmission of circulating libraries?

A.—For answer to this refer to Question 5.

10. Q.—Who pays cost of transportation?

A.—As a rule the Library Cases are sent, transportation charges to be paid by borrowers. When returning the Case the borrower ships to the Department transportation charges c.o.d.

11. Q.- Have these Circulating Libraries produced satisfactory results?

A.—The results achieved through the circulation of these travelling libraries have been far better than anticipated and satisfactory beyond measure.

In the year 1901 only eight Travelling Libraries were in circulation in the Province of Ontario, containing 400 books. To-day, December, 1911, 241 libraries have been loaned during the past twelve months containing about 12,000 volumes and perused by about 36,000 readers, circulating through a territory embracing an area of nearly 261,000 square miles, with a scattered population of over 2,523,000. This circulation could readily be doubled to-day, could the requisite number of books and the necessary clerical help be provided. The Inspector's office is daily in receipt from all quarters of the Province of Ontario of letters of thanks and appreciation testifying to the value of the benefits extended by this system. These Travelling Libraries, it should be understood, are but the fore-runners of the permanent local Public Libraries in places where none now are, but of which there are to-day in Ontario 417 in part sustained by the Government, and to many of which, especially the *struggling* ones, the Travelling Library becomes a most valuable auxiliary. The limit to the activities of this branch of the Department of Education for Ontario is controlled by only two, but most important factors, viz.: (1) The amount of the annual legislative appropriation, and (2) the working capacity of the limited staff. Despite this, the liberality of the Government (contrasting, for example, its generosity with the proportionate financial aid extended by many states of the United States) and the sympathy and activities of the Minister of Education, indicate that in almost all features of library extension Ontario has few rivals. According to the last available returns this Province, compared with 29 states in the United States that have adopted the Travelling Library System, stands ninth on the list, leading the 20 States of Alabama, Colorado, Connecticut, Delaware, Idaho, Illinois, Indiana, Kentucky, Maine, Maryland, Missouri, Nebraska, New Jersey, North Dakota, Oregon, Pennsylvania, Rhode Island, Vermont, Virginia and Washington.

As an indication of Ontario's progress, take for example the record of three of the above States, situated in three opposite corners of the neighbouring Republic,

viz., Alabama, Connecticut and Indiana, which, while representative of three great centres of industry, with an aggregate area of 91,984 square miles, only one third that of Ontario's 261,000 square miles, and with an easily reached joint population of 5,953,715—or nearly two and one half times as great as that of Ontario's 2,523,358—have only the same number of books in circulation through their three Travelling Library systems, viz., 12,000 volumes, as we have in circulation to-day in this one Province.

The only Legislation relating to Travelling Libraries in Ontario is embodied in Section 24 of the Public Libraries Act, assented to by the Provincial Legislature April 13th, 1909, a copy of which accompanies this letter. The Section referred to reads as follows:—

"24. Subject to the Regulations the Minister may establish and maintain Travelling Libraries out of such sums as may be appropriated for that purpose, and may purchase books, bookcases and other appliances required therefor, and may pay for cataloguing, classifying and annotating lists of books and may employ and pay assistants to aid in circulating the libraries and pay the travelling expenses of the assistants."

"Regulations" based upon the above are from time to time issued to meet varying demands and conditions.

In only two other Provinces of the Dominion of Canada has a Travelling Library system been established. In the Province of Quebec it is not a Government system, but connected with McGill University, Montreal, of which Mr. Geo. H. Gould is the Librarian, and under whose supervision the books are circulated.

*In British Columbia the Travelling Library system is controlled and supported by the Government, under the direction of Mr. E. O. S. Scholefield, the provincial librarian and archivist.

In both of these Provinces splendid work is being accomplished. In British Columbia the Government is about to establish a Public Library system, under an Act adapted from the Ontario Act of 1909. The Government of the Province of Quebec has no public library system, nor as yet have any others of the great Canadian Provinces to the West.

WALTER R. NURSEY,
Inspector of Public Libraries.

Toronto, 27th December, 1911.

NOTE.—British Columbia has just organized a Provincial Library Association on lines corresponding to those of the Library Association of Ontario.

Peterborough Public Library. Interior View

This Catalogue shows the Books of a Travelling Library, Case No. 166, a collection sent to the FARMERS' CLUB at Inwood.

TITLE	AUTHOR	PUBLISHER	YEAR	Price
1. Types & Breeds of Farm Animals	Chas. S. Plumb	Ginn & Co	1906	$2 00
2. Modern Horse Doctor	Geo. Dadd	Orange Judd Co	1910	2 00
3. Animal Castration	A. Leautard	Wm. R. Jenkins	1902	1 50
4. Diseases of Animals	N. S. May	Macmillan	1910	1 50
5. Manual of Farm Animals	M. W. Harper	do	1911	2 00
6. Swine in America	F. D. Coburn	Orange Judd Co	1909	4 00
7. Cyclopedia of American Agriculture	L. H. Bailey	Macmillan	1910	5 00
8. How to Keep Hens for Profit	C. S. Valentine	do	1911	1 50
9. How to Keep Bees for Profit	D. E. Lyon	do	1910	1 50
10. Dry-Farming	John A. Widtsoe	do	1911	1 50
11. Practical Farming	W. F. Massey	Musson Co	1907	1 25
12. Farm Garden Rule Book	L. H. Bailey	Macmillan	1911	2 00
13. Successful Farming	Wm. Rennie	Wm. Rennie	1908	75
14. Beginnings in Agriculture	A. R. Mann	Macmillan	1911	75
15. Book of Wheat	P. T. Dondlinger	Orange Judd	1910	2 00
16. Farm Dairying	Laura Rose	A. C. McClurg	1911	75
17. Milk and Its Products	H. H. King	Macmillan	1909	1 50
18. Business of Dairying	C. B. Lane	Orange Judd	1909	1 50
19. Cheese-making	Van Slyke & Publow	do do	1910	1 50
20. Shepherd's Manual	H. Stewart	do do	1910	1 25
21. Grape Growing	Geo. Husmann	do do	1909	1 25
22. Principles of Fruit Growing	L. H. Bailey	Macmillan	1909	1 75
23. Spraying of Plants	E. G. Lodeman	do	1910	1 25
24. Nursery Book	L. H. Bailey	do	1910	1 50
25. New Onion Culture	T. Greinen	Orange Judd	1910	75
26. The Soil	T. H. King	Macmillan	1910	1 50
27. Soil of the Farm	Laws, Morton & Scott	Orange Judd	1907	75
28. Insects Injurious to Fruits	Wm. Saunders	J. B. Lippincott	1909	1 75
29. Irrigation and Drainage	T. H. King	Macmillan	1909	1 50
30. Fertilizers	M. B. Voorheis	do	1910	1 25
31. Rural Hygiene	H. N. Ogden	do	1911	1 50
32. The Story of Sugar	G. T. Surface	D. Appleton	1910	1 50
33. Farm Weeds of Canada	Clark & Fletcher	Dep. Agricul., Ottawa	1906	....
34. Canadian Annual Review	J. Castell Hopkins	Review Pub. Co	1910	2 00
35. Body at Work	T. G. Jewett	Ginn & Co	1909	1 50

Copy of Finding List of TECHNICAL Books Contained in Travelling Library Case No. 173 Loaned to the Galt Public Library.

TITLE	AUTHOR	PUBLISHERS	YEAR	Price
Useful Arts—				
1. Steam Boilers	Newell & Dow	Am. Sch. of Corr.	1909	$1 00
2. " Engines	Snow & Leland	do do	1908	1 00
3. Manual of Steam Boilers	R. H. Thurston	Jno. Wiley	1907	4 50
4. Engines and Boilers	E. P. Watson	Spon & Chamberlain	1906	1 00
5. Mechanical Engineer's Pocket-Book	Clark & Rowles	D. VanNostrand	1908	2 00
6. Gas, Gasoline and Oil Engines.	G. D. Hiscox	N. W. Henley	1907	2 25
7. Gas Engines and Producers	Markes & Wyer	Am. Sch. of Corr.	1908	1 00
8. Valve Gears and Indicators	Leland & Snow	do do	1908	1 00
9. Farm Machinery and Farm Motors	Davidson & Chase	Orange Judd Co.	1909	2 00
10. Modern Milling Machines	J. G. Horner	N. W. Henley	1906	4 00
11. Blast Furnace Calculations	J. L. Stevenson	D. VanNostrand	1906	2 00
12. Highway Constructions	Phillips-Byrne	Am. Sch. Corr.	1908	1 00
13. Machine Design	C. L. Griffin	do do	1908	1 00
14. Woodworking Machinery	M. Powis Bale	D. VanNostrand	1894	3 50
15. Punches, Dies and Tools	J. V. Woodworth	N. W. Henley	1907	4 00
16. Dies	Jos. V. Woodworth	do do	1907	3 00
17. Saw Filing	Robt. Grimshaw	do do	1906	1 00
18. Hand Saws	F. T. Hodgson	Industrial Book Co.	1883	50
19. Tools for Machinists	J. Horner	N. W. Henley	1906	3 50
20. Tool Making	Markham	Am. Sch. Corr.	1908	1 00
21. Hot-Air Heating, Etc	Inter. Text B. C.	Inter. T. B. Co.	1906	3 50
Building—				
22. Estimating	Nichols	Am. Sch. Corr.	1910	1 00
23. Modern Carpentry	F. T. Hodgson	F. J. Drake	1902	1 00
24. Carpenter and Builder	John Black	John Decks	....	25
25. Carpentry and Joinery	Townsend	Am. Sch. Corr.	1910	1 00
Manufactures—				
26. Leather Manufacture	Alex. Watt	D. VanNostrand	1906	4 00
27. Boot Making	P. N. Hasluck	D. McKay	1908	25
28. Modern American Tanning	Jacobsen Publishing Co.		1902	5 00
29. Knitting	M. A. Metcalfe	Am. Sch. Corr.	1909	3 50
30. Chemistry of Hat Manufacturing	W. Smith	Scott Greenwood	1906	3 00
31. Manufacture of Paper	R. W. Sindall	Archibald Constable	1908	2 00
Plumbing—				
32. Plumbing	Gray & Ball	Am. Sch. Corr.	1909	1 00
33. Sanitary Plumbing	J. J. Lawler	Excelsior Pub. Co.	1896	3 50
34. Plumbing Catechism	Ball & Sheriff	Domestic Engineering	1906	1 00
35. Kinks for Plumbers	M. L. Kaiser	D. Williams	1905	50
Iron and Steel—				
36. The Steel Worker	E. R. Markham	N. W. Henley	1906	2 50
37. Metal-working	A. G. Compton	John Wiley	1908	1 50
38. Hardening & Tempering of Steel	F. Reiser	Scott Greenwood	1903	2 50
39. Constructional Iron & Steel work	F. Campen	Crosby Lockwood	1896	1 40
Concrete—				
40. Hand Book for Cement and Concrete users	Lewis & Chandler	N. W. Henley	1911	2 50
41. Concretes, Cements, etc	F. T. Hodgson	F. J. Drake	1906	1 25
42. Reinforced Concrete	Webb & Gibson	Am. Sch. Corr.	1908	1 00
43. Reinforced Concrete	Marsh & Dunn	D. VanNostrand	....	2 50
Fine Arts—Painting—				
44. House Painting	E. A. Davidson	Crosby Lockwood & Son	1904	2 00

LIBRARY INSTITUTES

Fourteen Library Institutes were held during the year ending 1911. Limited space precludes any detailed account of the proceedings of these. It must suffice to say that two new districts were added, the Northern and North-western; the attendance throughout was better than ever and the results exceeded all expectations.

Copy of Instructions sent to the Secretary of every library in the Province for the guidance of delegates to Institutes. In future these rules will be strictly enforced:—

Instructions

Each delegate, preferably the Librarian, must register with the Secretary of the Institute on arrival, and produce the written order of his Library Board authorizing his or her attendance.

No application for payment of expenses will be entertained unless the delegate has registered.

In view of the many mistakes made during the past two years by delegates in matters of vouchers, attention is called to the following instructions. These instructions must be observed to the letter, or the audit office will refuse to pay the accounts.

In submitting statement of expenses, the following particulars are *positively* required by the Provincial Auditor in every case:—

1. Original vouchers for all Pullman or sleeper fares, no matter what the amount, and for each and every item of expenditure of *One Dollar and over*, excepting ordinary return railway fare. *Note*: Railway fare must, however, be accurately given.
2. The items requiring vouchers are: Boat fares, Pullman or sleeper fares, meals on train or boat, hotel and board bills, cabs, livery hire, omnibus or other conveyance, odd meals. *Note*: Delegates from libraries not on railway lines, please note that livery bills must have vouchers dated and receipted.
3. Hotel or board bills must be receipted and show the number of days and the rate per day, *and the dates.*
4. All charges of One Dollar or over for which vouchers are not produced will be struck off the statements before presentation to the Auditor.

Note:—These instructions must be observed or expenses will not be paid.

If in spite of above instructions any delegates should submit undated hotel bills, or livery bills, or make any other error in vouchers, any such error must be corrected at once, and corrected voucher sent to the Inspector of Public Libraries, Department of Education, Toronto, within ten days of close of the Institute, or the amount of the voucher can not be paid.

The neglect of one delegate to comply with these reasonable rules has frequently resulted in delaying payments for several weeks to all other delegates.

The Statements appended give the date, place and attendance at all Institutes held during the years 1909, 1910 and 1911.

EASTERN DISTRICT

INSTITUTES were held at Ottawa, Nov. 17th, 1909, Aug. 23rd, 1910, and Oct. 27th, 1911.

Name of Library	1909 Represented		1910 Represented		1911 Represented		Name of Library	1909 Represented		1910 Represented		1911 Represented	
1 Addison	....	No.	....	No.	....	No.	34 Manotick	....	No.	....	No.	Yes.	....
2 Admaston	Yes.	....	Yes.	....	Yes.	....	35 Matilda	....	No.	....	No.	....	No.
3 Almonte	Yes.	....	Yes.	....	Yes.	....	36 Maxville	....	No.	....	No.	....	No.
4 Allan's Mills	....	No.	....	No.	....	No.	37 Merrickville	....	No.	....	No.	....	No.
5 Arnprior	Yes.	....	Yes.	....	....	No.	38 Metcalfe	....	No.	....	No.	....	No.
6 Avonmore	....	No.	....	No.	....	No.	39 Middleville	....	No.	....	No.	....	No.
7 Berwick	....	No.	....	No.	....	No.	40 Mississippi	Yes.	....	Yes.	....	....	No.
8 Brockville	Yes.	....	Yes.	....	Yes.	....	41 Morrisburg	Yes.	....	Yes.	....	Yes.	....
10 Cardinal	Yes.	....	Yes.	....	Yes.	....	42 Newington	Yes.	....	Yes.	....	Yes.	....
11 Carleton Place	Yes.	....	Yes.	....	Yes.	....	43 North Gower	Yes.	....	Yes.	....	Yes.	....
12 Carp	....	No.	....	No.	Yes.	....	44 Ottawa	Yes.	....	Yes.	....	Yes.	....
13 Chesterville	....	No.	....	No.	Yes.	....	45 Oxford Mills	Yes.	....	....	No.	....	No.
14 Cobden	....	No.	....	No.	....	No.	46 Pakenham	Yes.	....	Yes.	....	....	No.
15 Corkery	....	No.	....	No.	....	No.	47 Pembroke	Yes.	....	Yes.	....	Yes.	....
16 Cornwall	Yes.	....	Yes.	....	Yes.	....	48 Perth	Yes.	....	Yes.	....	Yes.	....
17 Dalhousie	....	No.	....	No.	....	No.	49 Poland	....	No.	....	No.	....	No.
18 Douglas	....	No.	....	No.	....	No.	50 Prescott	Yes.	....	Yes.	....	Yes.	....
19 Dunvegan	Yes.	....	Yes.	....	Yes.	....	51 Renfrew	....	No.	Yes.	....	Yes.	....
20 Easton's Cor's.	Yes.	....	Yes.	....	....	No.	52 Richmond	....	No.	....	No.	Yes.	....
21 Elphin	Yes.	....	Yes.	....	Yes.	....	53 Russell	....	No.	Yes.	....	....	No.
22 Forester's F'ls.	....	No.	Yes.	....	Yes.	....	54 Smith's Falls	Yes.	....	Yes.	....	Yes.	....
23 Gananoque	Yes.	....	Yes.	....	Yes.	....	55 South Mount'n	....	No.	Yes.	....	Yes.	....
24 Hawkesbury	....	No.	....	No.	....	No.	56 Spencerville	....	No.	....	No.	....	No.
25 Iroquois	....	No.	....	No.	....	No.	57 Watson's C'nrs	....	No.	....	No.	....	No.
26 Jasper	....	No.	....	No.	....	No	58 Vankleek Hill	Yes.	....	....	No.	Yes.	....
27 Kars	....	No.	....	No.	Yes.	....	59 Westport	....	No.	....	No.	....	No.
28 Kemptville	....	No.	Yes.	....	Yes.	....	60 White Lake	....	No.	....	No.	....	No.
29 Kinburn	....	No.	....	No.	....	No.	61 Winchester	....	No.	....	No.	Yes.	....
30 Lanark	....	No.	Yes.	....	Yes.	....	62 Williamstown	....	No.	....	No.	....	No.
31 Lancaster	Yes.	....	Yes.	....	Yes.	....							
32 Lyn	Yes.	....	Yes.	....	Yes.	....							
33 Mallorytown	....	No.	Yes.	....	....	No.	Total	25	36	30	31	31	30

LONDON DISTRICT

INSTITUTE not organized in 1909. Held at London, Jan. 18, 1910, and at London, Feb. 23, 1911

Name of Library	1909 Not Organized		1910 Represented		1911 Represented		Name of Library	1909 Not Organized		1910 Represented		1911 Represented	
1 Ailsa Craig	....	....	Yes.	....	Yes.	....	17 Mandamin	....	....	Yes.	....	....	No.
2 Arkona	....	....	Yes.	....	....	No.	18 Melbourne	....	....	Yes.	....	Yes.	....
3 Aylmer	....	....	....	No.	....	No	19 Mt. Brydges	....	....	Yes.	....	Yes.	....
4 Bayham	....	....	....	No.	Yes.	....	20 Newbury	....	....	Yes.	....	Yes.	....
5 Belmont	....	....	Yes.	....	....	No.	21 Oil Springs	....	....	Yes.	....	Yes.	....
6 Brigden	....	....	....	No.	....	No.	22 Parkhill	....	....	Yes.	....	....	No.
7 Coldstream	....	....	Yes.	....	Yes.	....	23 Port Stanley	....	....	....	No.	Yes.	....
8 Copleston	....	....	Yes.	....	....	No.	24 Sarnia	....	....	Yes.	....	Yes.	....
9 Dorchester	....	....	Yes.	....	Yes.	....	25 Sparta	....	....	....	No.	....	No.
10 Forest	....	....	Yes.	....	Yes.	....	26 Springfield	....	....	Yes.	....	Yes.	....
11 Granton	....	....	....	No.	....	No.	27 Strathroy	....	....	Yes.	....	Yes.	....
12 Inwood	....	....	Yes.	....	Yes.	....	28 Thedford	....	....	Yes.	....	....	No.
13 Kintore	....	....	Yes.	....	....	No.	29 Wardsville	....	....	Yes.	....	Yes.	....
14 Komoka	....	....	Yes.	....	Yes.	....	30 Watford	....	....	Yes.	....	....	No.
15 London	....	....	Yes.	....	Yes.	....							
16 Lucan	....	....	....	No.	....	No.	Totals	....	....	23	7	17	13

CHATHAM DISTRICT

Institute held at Chatham, July 7th, 1909; Wallaceburg, July 13th, 1910; Sarnia, July 18th, 1911

Name of Library	1909		1910		1911	
	Represented		Represented		Represented	
1 Alvinston	....	No.	....	No.	....	No.
2 Amherstburg	Yes.	....	Yes.	....	Yes.	....
3 Arkona	....	No.	....	No.	Yes.	....
4 Blenheim	Yes.	....	Yes.	....	Yes.	....
5 Brigden	Yes.	....	....	No.	Yes.	....
6 Bothwell	....	No.	....	No.	Yes.	....
7 Bunyan	....	No.	....	No.	....	No.
8 Camlachie	....	....	....	....	Yes.	....
9 Chatham	Yes.	....	Yes.	....	Yes.	....
10 Comber	....	No.	....	No.	Yes.	....
11 Copleston or Marthaville	....	No.	....	No.	Yes.	....
12 Dresden	....	No.	....	No.	....	No.
13 Duart	....	No.	....	No.	....	No.
14 Dutton	....	No.	Yes.	....	....	No.
15 Essex	....	No.	Yes.	....	Yes.	....
16 Forest	....	No.	Yes.	....	Yes.	....
17 Harrow	....	No.	Yes.	....	Yes.	....
18 Highgate	....	No.	....	No.	....	No.
19 Inwood	....	No.	....	No.	Yes.	....
20 Kingsville	....	No.	Yes.	....	Yes.	....
21 Leamington	....	No.	....	No.	Yes.	....
22 Oil Springs	....	No.	....	No.	Yes.	....
23 Pelee Island	....	No.	....	No.	....	No.
24 Petrolea	....	No.	....	No.	....	No.
25 Point Edward	....	No.	....	No.	....	No.
26 Ridgetown	Yes.	....	Yes.	....	....	No.
27 Romney	Yes.	....	....	No.	Yes.	....
28 Rodney	....	No.	....	No.	....	No.
29 Sarnia	Yes.	....	Yes.	....	Yes.	....
30 Shedden	Yes.	....	Yes.	....	Yes.	....
31 Shetland	Yes.	....	Yes.	....	....	No.
32 St. Thomas	Yes.	....	Yes.	....	Yes.	....
33 Thamesville	Yes.	....	Yes.	....	....	No.
34 Thedford	....	No.	Yes.	....	Yes.	....
35 Tilbury	Yes.	....	Yes.	....	....	No.
36 Walkerville	Yes.	....	....	No.	Yes.	....
37 Wallaceburg	Yes.	....	Yes.	....	....	No.
38 Watford	Yes.	....	Yes.	....	Yes	....
39 Windsor	Yes.	....	Yes.	....	Yes.	....
40 Wyoming	....	No.	....	No.	....	No.
Totals	16	23	19	20	24	16

BRANTFORD DISTRICT

Institute held at Brantford, Nov. 1909; Woodstock, July 15th, 1910; and Dundas, July 17th, 1911

Name of Library	1909		1910		1911	
	Represented		Represented		Represented	
1 Beachville	....	No.	....	No.	Yes.	....
2 Bloomsburg	....	No.	....	No.	....	No.
3 Brantford	Yes.	....	Yes.	....	Yes.	....
4 Brownsville	....	No.	....	No.	....	No
5 Burford	....	No.	....	No.	Yes.	....
6 Canfield	Yes.	....	Yes.	....	....	No.
7 Delhi	....	No.	....	No.	Yes.	....
8 Drumbo	....	No.	....	No.	Yes.	....
9 Dundas	Yes.	....	Yes.	....	Yes.	....
10 Embro	Yes.	....	Yes.	....	Yes.	....
11 Glenmorris	Yes.	....	Yes.	....	Yes.	....
12 Hagersville	Yes.	....	Yes.	....	....	No.
15 Hamilton	Yes.	....	....	No.	Yes	....
14 Harrington	Yes.	....	Yes.	....	Yes.	....
15 Ingersoll	Yes.	....	Yes.	....	Yes.	....
16 Kintore	....	No.	Yes.	....	Yes.	....
17 Lynden	Yes.	....	....	No.	Yes.	....
18 Millgrove	....	No.	....	No.	Yes.	....
19 New Durham	Yes.	....	Yes.	....	Yes.	....
20 Norwich	Yes.	....	Yes.	....	Yes.	....
21 Otterville	....	No.	....	No.	Yes.	....
22 Paris	Yes.	....	Yes.	....	Yes.	....
23 Plattsville	Yes.	....	Yes.	....	Yes.	....
24 Port Dover	....	No.	....	No.	....	No.
25 Port Rowan	....	No.	....	No.	....	No.
26 Princeton	....	No.	Yes.	....	Yes.	....
27 Saltfleet (Stony Creek)	....	No.	....	No.	Yes.	....
28 Scotland	Yes.	....	....	No.	Yes.	....
29 Simcoe	Yes.	....	....	No.	Yes.	....
30 St. George	Yes.	....	Yes.	....	Yes.	....
31 Tavistock	Yes.	....	....	No.	....	No.
32 Thamesford	....	No.	....	No.	Yes.	....
33 Tillsonburg	Yes.	....	Yes.	....	....	No.
34 Victoria	Yes.	....	Yes.	....	....	No.
35 Waterdown	Yes.	....	Yes.	....	Yes.	....
36 Woodstock	Yes.	....	Yes.	....	Yes.	....
37 Waterford	....	No.	Yes.	....	Yes.	....
Total	22	15	20	17	28	9

GUELPH DISTRICT

Institute not organized in 1909. Institute held at Berlin, February 8th, 1910, and at Guelph, February 11th, 1911.

Name of Library	1910 Represented		1911 Represented		Name of Library	1910 Represented		1911 Represented	
1 Acton		No.		No.	19 Harriston	Yes.			No.
2 Alma	Yes.			No.	20 Hawkesville		No.	Yes.	
3 Arthur	Yes.		Yes.		21 Hespeler	Yes.		Yes.	
4 Ayr	Yes.		Yes.		22 Linwood		No.		No.
5 Belwood	Yes.			No.	23 Milton		No.		No.
6 Berlin	Yes.		Yes.		24 Morriston	Yes.			No.
7 Burlington	Yes,		Yes.		25 Mt. Forest		No.	Yes.	
8 Clifford	Yes.		Yes.		26 New Dundee	Yes.			No.
9 Drayton	Yes.		Yes.		27 New Hamburg		No.		No.
10 Elmira	Yes.		Yes.		28 Oakville	Yes.			No.
11 Elora	Yes.		Yes.		29 Palmerston	Yes.		Yes.	
12 Ennotville	Yes.		Yes.		30 Preston		No.		No.
13 Erin		No.	Yes.		31 Rockwood		No.	Yes.	
14 Fergus	Yes.		Yes.		32 Speedside		No.	Yes.	
15 Galt	Yes.		Yes.		33 Waterloo	Yes.		Yes.	
16 Georgetown		No.		No.	34 Wellesley	Yes.		Yes.	
17 Glen Allan	Yes.		Yes.						
18 Guelph	Yes.		Yes.		Totals	23	11	22	12

STRATFORD DISTRICT

Institute not organized in 1909. Held at Stratford, January 19th, 1910, and at Stratford February 24th, 1911

Name of Library	1910 Represented		1911 Represented		Name of Library	1910 Represented		1911 Represented	
1 Atwood	Yes.			No.	24 Monkton	Yes.		Yes.	
2 Auburn		No.	Yes.		25 Paisley	Yes.		Yes.	
3 Bervie		No.		No.	26 Pinkerton	Yes.			No.
4 Blyth		No.		No.	27 Port Elgin	Yes.		Yes.	
5 Brucefield	Yes.		Yes.		28 Ripley	Yes.		Yes.	
6 Brussels	Yes.		Yes.		29 Riverdale		No.		No.
7 Cargill	Yes.			No.	30 Seaforth	Yes.		Yes	
8 Chesley	Yes.			No.	31 Shakespeare		No.		No.
9 Clinton	Yes.		Yes.		32 Southampton		No.		No.
10 Dungannon		No.		No.	33 St. Helen's	Yes.		Yes.	
11 Elmwood	Yes.		Yes.		34 St. Mary's	Yes.		Yes.	
12 Ethel	Yes.		Yes.		35 Stratford	Yes.		Yes.	
13 Exeter	Yes.		Yes.		36 Tara		No.	Yes.	
14 Glamis		No.		No.	37 Teeswater		No.		No.
15 Goderich	Yes.		Yes.		38 Underwood	Yes.			No.
16 Gorrie	Yes.		Yes.		39 Walkerton	Yes.		Yes.	
17 Hensall		No.	Yes.		40 Walton	Yes.		Yes.	
18 Kincardine		No.		No.	41 Westford		No.		No.
19 Listowel	Yes.		Yes.		42 Wiarton		No.		No.
20 Lucknow		No.		No.	43 Wingham	Yes.		Yes.	
21 Mildmay	Yes.			No.	44 Wroxeter	Yes.		Yes.	
22 Milverton	Yes.		Yes.						
23 Mitchell	Yes.		Yes.		Total	29	15	26	18

LINDSAY DISTRICT

District not organized in 1909. Institute held at Lindsay, February, 25th, 1910, at Peterboro, March 9, 1911.

Name of Library	1910 Represented		1911 Represented		Name of Library	1910 Represented		1911 Represented	
1 Baysville	Yes.			No.	21 Minden		No.		No.
2 Beaverton	Yes.		Yes.		22 Millbrook	Yes.			No.
3 Bobcaygeon	Yes.		Yes.		23 Norwood	Yes.		Yes.	
4 Bowmanville		No.	Yes.		24 Norland		No.		No.
5 Bracebridge	Yes.		Yes.		25 Oakwood	Yes.			No.
6 Brooklin		No.	Yes.		26 Omemee	Yes.		Yes.	
7 Cambray	Yes.		Yes.		27 Oshawa	Yes.		Yes.	
8 Cannington		No.		No.	28 Orono		No.		No.
9 Claremont	Yes.		Yes.		29 Peterboro	Yes.		Yes.	
10 Fenelon Falls	Yes.		Yes.		30 Pickering		No.	Yes.	
11 Gravenhurst		No.		No.	31 Port Carling		No.		No.
12 Haliburton		No.	Yes.		32 Port Hope	Yes.			No.
13 Hastings		No.		No.	33 Port Perry	Yes.			No.
14 Huntsville		No.		No.	34 Sunderland		No.		No.
15 Kinmount		No.		No.	35 Uxbridge		No.	Yes.	
16 Kirkfield		No.		No.	36 Whitby		No.	Yes.	
17 Lakefield		No.	Yes.		37 Woodville		No.	Yes.	
18 Lindsay	Yes.		Yes.		38 Zephyr		No.		No.
19 Little Britain	Yes.			No.					
20 Manilla	Yes.		Yes.		Total	18	20	20	18

ORANGEVILLE DISTRICT

District not organized in 1909. Institute held at Orangeville, March 8th, 1910, and at Orangeville, March 17th, 1911

Name of Library	1910 Represented		1911 Represented		Name of Library	1910 Represented		1911 Represented	
1 Alton	Yes.			No.	19 Inglewood	Yes.		Yes.	
2 Ayton		No.		No.	20 Kemble	Yes.		Yes.	
3 Badgeros		No.		No.	21 Lake Charles	Yes.		Yes.	
4 Belfountain	Yes.			No.	22 Lorne Park		No.		No.
5 Bolton	Yes.		Yes.		23 Markdale	Yes.		Yes.	
6 Bognor		No.		No.	24 Maxwell & Feversham		No.		No.
7 Brampton	Yes.		Yes.		25 Mono Centre	Yes.		Yes.	
8 Caledon	Yes.		Yes.		26 Mono Mills	Yes.		Yes.	
9 Chatsworth		No.		No.	27 Mono Road	Yes.		Yes.	
10 Claude	Yes.			No.	28 Owen Sound	Yes.		Yes.	
11 Dromore		No.		No.	29 Orangeville	Yes.		Yes.	
12 Dundalk		No.		No.	30 Port Credit	Yes.			No.
13 Durham	Yes.		Yes.		31 Priceville	Yes.			No.
14 Glen Cross		No.		No.	32 Relessy		No.		No.
15 Grand Valley	Yes.		Yes.		33 Shelburne	Yes.		Yes.	
16 Hanover	Yes.		Yes.		34 Streetsville		No.	Yes.	
17 Holstein		No.	Yes.						
18 Honeywood		No.		No.	Total	21	13	18	16

NIAGARA DISTRICT

Institutes were held at St. Catharines, Nov. 9th, 1909, and at Niagara Falls, Oct. 14th, 1910, and Port Colborne, Oct. 24th, 1911

Name of Library	1909		1910		1911	
	Represented		Represented		Represented	
1 Abingdon	....	No.	....	No.	....	No.
2 Beamsville	....	No.	Yes.	....	Yes.	....
3 Bridgeburg	....	No.	....	No.	Yes.	....
4 Caledonia	....	No.	....	No.	Yes.	....
5 Canfield	....	No.	Yes.	....	Yes.	....
6 Cayuga	....	No.	Yes.	....	Yes.	....
7 Cheapside	....	No.	....	No.	....	No.
8 Dunnville	....	No.	Yes.	....	Yes.	....
9 Fonthill	Yes.	....	Yes.	....	Yes.	....
10 Fort Erie	....	No.	....	No.	Yes.	....
11 Grantham	....	No.	....	No.	....	No.
12 Grimsby	....	No.	Yes.	....	Yes.	....
13 Jarvis	....	No.	Yes.	....	Yes.	....
14 Merritton	Yes.	....	Yes.	....	....	No.
15 Nanticoke	....	No.	Yes.	....	Yes.	....
16 Niagara	....	No.	Yes.	....	....	No.
17 Niagara Falls	Yes.	....	....	No.	Yes.	....
18 Port Colborne	Yes.	....	....	No.	Yes.	....
19 Ridgeway	....	No.	Yes.	....	Yes.	....
20 Smithville	Yes.	....	Yes.	....	Yes.	....
21 St. Catharines	Yes.	....	Yes.	....	Yes.	....
22 Stevensville	....	....	....	....	Yes.	....
23 Thorold	Yes.	....	....	No.	....	No.
24 Victoria	....	No.	....	No.	Yes.	....
25 Welland	Yes.	....	....	No.	....	No.
Totals	8	16	13	11	18	7

GEORGIAN DISTRICT

Institutes were held at Collingwood, Jan. 20th and 21st, 1910, and at Penetanguishene, Aug. 25th, 1910, and at Barrie, July 27th, 1911. The district was not organized in 1909

Name of Library	1909		1910		1911	
	Represented		Represented		Represented	
1 Alliston	....	No.	....	No.	....	No.
2 Angus	Yes.	....	Yes.	....	Yes.	....
3 Barrie	Yes.	....	Yes.	....	Yes.	....
4 Bradford	Yes.	....	Yes.	....	....	No.
5 Beeton	....	....	....	....	Yes.	....
6 Clarksburg	Yes.	....	Yes.	....	Yes.	....
7 Coldwater	....	No.	....	No.	....	No.
8 Collingwood	Yes.	....	Yes.	....	Yes.	....
9 Cookstown	....	No.	....	No.	Yes.	....
10 Creemore	....	No.	Yes.	....	Yes.	....
11 Elmvale	....	No.	Yes.	....	Yes.	....
12 Hillsdale	....	No.	....	No.	Yes.	....
13 Lefroy	Yes.	....	....	No.	Yes.	....
14 Meaford	Yes.	....	....	No.	Yes.	....
15 Midland	Yes.	....	....	No.	Yes.	....
16 Orillia	Yes.	....	....	No.	Yes.	....
17 Penetanguishene	Yes.	....	Yes.	....	....	No.
18 Singhampton	....	No.	....	No.	....	No.
19 Stayner	....	No.	Yes.	....	Yes.	....
20 Sunnidale	....	No.	....	No.	Yes.	....
21 Thornbury	Yes.	....	....	No.	Yes.	....
22 Tottenham	....	No.	....	No.	....	No.
Totals	11	10	10	11	16	6

BELLEVILLE DISTRICT

No Institute 1909. Institute held at Belleville, Feb. 24th, 1910, and at Picton, Mar. 14th. 1911

Name of Library	1910		1911	
	Represented		Represented	
1 Bath		No.		No.
2 Belleville	Yes.		Yes.	
3 Brighton	Yes.			No.
4 Camden East		No.		No.
5 Campbellford	Yes.		Yes.	
6 Cobourg	Yes.		Yes.	
7 Colborne	Yes.		Yes.	
8 Cold Springs		No.	Yes.	
9 Deseronto		No.	Yes.	
10 Frankford	Yes.		Yes.	
11 Garden Island		No.		No.
12 Gore's Landing	Yes.		Yes.	
13 Grafton	Yes.		Yes.	
14 Kingston		No.	Yes.	
15 Madoc	Yes.		Yes.	
16 Marlbank		No.		No.
17 Napanee	Yes.			No.
18 Newburgh	Yes.		Yes.	
19 Odessa		No.	Yes.	
20 Picton	Yes.		Yes.	
21 Stirling	Yes.		Yes.	
22 Sydenham		No.	Yes.	
23*Napanee Mills	Yes.		Yes.	
24 Tamworth		No.		No.
25 Trenton		No.		No.
26 Tweed	Yes.		Yes.	
27 Warkworth	Yes.		Yes.	
Total	16	11	19	8

*Strathcona

YORK DISTRICT

Institute not organized in 1909. Institute held at Newmarket, Nov. 25th, 1910, and Weston, Dec. 1st, 1911

Name of Library	1910		1911	
	Represented		Represented	
1 Aurora		No.	Yes.	
2 Bracondale		No.		No.
3 Deer Park		No.		No.
4 Don	Yes.		Yes.	
5 East Toronto		No.		No.
6 Highland Creek		No.	Yes.	
7 Islington	Yes.		Yes.	
8 King		No.		No
9 Maple		No.		No.
10 Markham		No.	Yes.	
11 Mount Albert		No.	Yes.	
12 Newmarket	Yes.		Yes.	
13 North Toronto	Yes.		Yes.	
14 Queensville		No.	Yes.	
15 Richmond Hill		No.	Yes.	
16 Runnymede	Yes.		Yes.	
17 Scarboro		No.		No.
18 Schomberg		No.	Yes.	
19 Stouffville	Yes.		Yes.	
20 Sutton West		No.	Yes.	
21 Thornhill		No.		No.
22 Unionville	Yes.		Yes.	
23 Weston	Yes.		Yes.	
24 Woodbridge		No.	Yes.	
Total	8	16	17	7

NORTH-WESTERN DISTRICT

District not previously organized. First Institute held at Fort William, Thunder Bay, July 21st, 1911.

Name of Library	Represented		Remarks
1 Dryden	Yes.	.....	Received Government Grant, 1911
2 Fort Frances	.....	No.	No Report, 1911—No Grant
3 Fort William	Yes.	.....	Received Government Grant, 1911
4 Kenora (Formerly Rat Portage)	Yes.	.....	do
5 Port Arthur	Yes.	.....	do
6 Schreiber	Yes.	.....	do
Total	5	1	

NORTHERN DISTRICT

District not previously organized. First Institute held at North Bay, Nipissing, July 25th, 1911

Name of Library	Represented		Remarks
1 Burk's Falls	Yes.	.....	Received Government Grant, 1911
2 Copper Cliff	.....	No.	Received Government Grant, 1911
3 Depot Harbour	Yes.	.....	Received Government Grant, 1911
4 Gore Bay	.....	No.	Reorganized 1911. and received Government Grant.
5 Haileybury	Yes.	.....	Received Government Grant, 1911
6 Marksville	.....	No.	Received Government Grant, 1911
7 Hillview	.....	No.	New Library. Received Government Grant, 1911
8 New Liskeard	Yes.	.....	Received Government Grant, 1911
9 Parry Sound	.....	No.	Received Government Grant, 1911
10 Sault Ste. Marie	Yes.	.....	Received Government Grant, 1911
11 South River	Yes.	.....	Received Government Grant, 1911
12 Trout Creek	Yes.	.....	*In extremis.* Received Special Grant
13 Victoria Mines	Yes.	.....	Received Government Grant, 1911
Totals	8	5	

NOTE:—

Bruce Mines .....This library did not report to the Department either in 1910 or 1911.
Callendar .....Did not report to the Department for 1908-09-10 or 11.
Chapleau .....Did not report to the Department for 1909-10 or 11.
Cockburn Island ...Did not report to the Department in 1910 or 1911.
*Little Current.....This library was burnt out, but has reported that it is re-organizing.
Manitowaning .....Has not reported for five (5) years.
Sturgeon Falls ....Did not report for 1908-09-10 or 11.
Thessalon.....Did not report for 1909 or 1910.
Trout Creek.....Though it received a special grant in 1911, it is not likely it will be able to qualify for any further Government grant unless re-organized and established on a better footing.

*Of the above last nine libraries originally established in Nipissing that of Little Current s the only one that has apparently any practical chance of re-organizing at present.

SUMMER SCHOOL FOR LIBRARIANS

In recognition of the repeated references made in the Inspector's reports for the years 1908, 1909 and 1910, as to the growing need for a Provincial Library School, and in compliance with a definite promise of the Minister, the Inspector, who was authorized in May, 1911, to proceed with the arrangements, issued a prospectus.

This is reproduced, it being the story of the efforts made to hold and the success that attended the opening of the first Library School in Ontario, and should be a guide to those other librarians who may wish to make application for admission to the second session, planned to be held in the summer of 1912:—

Summer Library School

at the Domestic Science Room, Model School, St. James Square, Toronto.

FIRST SESSION,

Wednesday, June 14th, to Wednesday, July 12th, 1911.

The Minister of Education has arranged for holding a Summer School for Librarians. The school will be opened in the Domestic Science room, Model School, St. James Square, Toronto, on Wednesday, June 14th, and will close Wednesday, July 12th, 1911.

This summer course of study will constitute the first library school held in Ontario, and is designed to meet the obvious needs and expressed wishes of library workers in the Province. The necessity for such a school has long been apparent, and an opportunity is now extended to a limited number of librarians and other library workers, who are anxious either to improve their present knowledge or to qualify for the positions they already occupy.

It is not intended that at the first session the rules in respect to qualification should be exacting. Entrance examinations are not required, but candidates are supposed to have a High School course or its equivalent. The special object of the Minister of Education is to extend facilities to those librarians who have expressed their desire to take such a course, and to give them an opportunity to generally enlarge their knowledge of literature, of library methods and administration—opportunities which have not hitherto been provided in Ontario. The primary purpose of the Ontario Summer Library School is the raising of the standard of librarianship in the smaller libraries of the Province, the interests and needs of which will receive special attention; and hence in respect to some subjects, cataloguing, for instance, instruction will be based upon the assumption that the student has had little or no experience in the subject. This short course is not expected to provide a full training, but to extend an opportunity to acquire a fundamental knowledge of library economy and modern library methods, care being taken to confine demonstrations, laboratory work and problems to those conditions and phases of work ordinarily met with in the daily routine of the average library.

Lectures will be given on the larger problems of Library Science.

There are many to-day engaged in library work who have never acquired the culture conferred by wide, general reading that should be a qualification even in the case of the ordinary librarian. For this reason the study of literature will be made a special feature, one hour a day being devoted to this subject.

The only library school in Canada at the present time is the well-known school connected with McGill University, Montreal, presided over by Chas. H. Gould, M.A., whose splendid work in the cause of library extension is recognized. In the Province of Quebec there are less than a handful of public libraries as compared with over four hundred in Ontario. The need for a school in this province is apparent.

The course will cover about four weeks and will include instruction in literature, cataloguing, classification, reference work, book selection, bookbinding, children's work, story-hour, and all technical and business methods necessary in the administration of both large and small libraries.

The desired information will be imparted through lectures and class work, with practical demonstrations by experts. Well-known workers in the library field, and other prominent educationists will also deliver addresses on related subjects.

The subjects of study will be as under:—

I. Literature.
II. Library Methods.
III. Classification and Cataloguing.
I V. Administration.
V. Reference Work.
VI. Travelling Libraries.
VII. Work with Children.

LITERATURE.—A general survey of literature, embracing a course of lectures by a prominent educationist.

LIBRARY METHODS.—Including routine of book purchasing. Accessioning. Preparation of books for circulation. Charging systems. Book selection. Book repairing and types of binding (with practical demonstrations—laboratory periods—by a master-workman). Fines and accounts.

CLASSIFICATION, CATALOGUING, AND CARD INDEXING.—Lectures on classification—the Dewey-Decimal System—and practical work in cataloguing.

ADMINISTRATION.—Public Libraries' Act and Regulations. Function of Libraries. Publicity. Ontario Library Association. Buildings, Equipment, etc.

REFERENCE WORK.—Lectures on reference work in the public library, with practical demonstration.

TRAVELLING LIBRARIES.—Ordinary and Technological. The students will have an exceptional opportunity to study Travelling Library methods, and the system in circulation; the conduct of Library Institutes and other activities pertaining to library extension, combining technical training and general library experience.

LIBRARY WORK WITH CHILDREN.—This is rightly recognized as one of the most important branches of library extension; no part of a librarian's work is invested with such far-reaching possibilities. A general survey of this branch of work will be included, with lectures and Story Hours for the children.

Toronto offers admirable facilities for conducting a library school. Under the same roof as the Domestic Science room of the Model School is the Educational Library of the Department, containing 35,000 books of every class, and readily accessible. The great public library on College Street, with its perfect equipment, modern methods, 175,000 books, and reference library, offers exceptional advantages for the students taking this course, while its five branch libraries should present conditions corresponding to the best of the outside urban libraries, and many features susceptible of adoption by even the smallest rural library. Periodical visits to these will be arranged for.

The carrying out of the programme will be in charge of a competent instructor, subject to the regulations of the Department of Education. The daily sessions will last from five to seven hours, including lectures, practical demonstrations, visits to the Educational Library of the Department, the Toronto Public Library, and some of its branches, and possibly the University of Toronto Library, Parliamentary Library, the Canadian Institute, Osgoode Hall and other special libraries. There will be only a half-day's work on Saturday. The revision of all work will be completed daily, and after correction handed to the student for retention and future reference. It is not expected that a four weeks' course would enable any one not thoroughly familiar with library work to qualify as an expert, but to the ambitious student should prove of great benefit. The day is at hand when progressive library boards will insist upon a certificated librarian.

SUPPLIES.—Books and bibliographical and other material for working purposes will be provided by the Department, from the Educational Library and Travelling Technical Libraries. These, together with cards and stationery, will be supplied free of charge.

There is no Entrance or other fee. All expenses of conducting the school will be paid by the Department.

Students to whom this notification is mailed are expected to meet the Instructor in charge, Miss B. Mabel Dunham, B.A., at the Normal School, Toronto, at 2 p.m., Wednesday, June the 14th, when directions will be given regarding registration, and other necessary instructions.

Further particulars can be obtained upon application in writing to the Inspector of Public Libraries, Department of Education, Toronto.

WALTER R. NURSEY,
Inspector of Public Libraries.

Toronto, May 29th, 1911.

Only two weeks remained after making this announcement in which to secure competent instructors, prepare a syllabus, select quarters, and correspond with prospective students. The difficulties to be overcome were not few, but at the appointed hour, 2 p.m., Wednesday, June 14th, the students were met by Miss B. Mabel Dunham, B.A., the specially selected Instructor in Charge, in the Domestic Science Room of the Model School, registered their names and received their first instruction.

Strong inducements had been offered by outside towns to secure the School, especially so in the case of Berlin, whose Mayor and members of its Library Board, constituting a deputation, presented a very potent claim for consideration. The reason advanced was that as the primary purpose of the school was the raising of the standard of librarianship in the smaller libraries, and the preparing of librarians for practical work in the average outside urban library, of which there are many in the Province, and not especially for the benefit of those libraries or the library workers located in big cities—a library in a typical industrial centre such as Berlin would present ideal conditions as compared with the Educational Library or the Toronto Public Library and its not completely equipped branch libraries, only partially catalogued. It was also suggested that the School be held alternate years at McGill University, Montreal. While recognizing the force of these arguments, a summing up of the entire situation, with impartial regard for every outside contention, demonstrated that Toronto was the place best adapted for the holding of the first Summer Library School.

Of the specially qualified lecturers invited to co-operate, some, owing to the "long vacation," were unable to accept. Mr. C. H. Gould, Chief Librarian and head of the McGill University and Library School, the then only Library School in Canada, was unable to take part. Perusal of the list of names that follow and the subjects treated show, however, that it would be difficult to improve upon the educational quality of either instructors or lecturers:—

Instructors:—

1. Miss B. Mabel Dunham, B.A., Librarian, Berlin Public Library, Instructor in Charge.—Cataloguing and Book Numbers, Library Economy.

2. Miss Patricia Spereman, Classifier and Cataloguer of Education Department.—Practice Work, Children's Work, Classification and Cataloguing.

3. Miss Grace Andrews, Educational Library, Department of Education.—Practice Work, Classification.

4. Miss Frances Staton, Reference Librarian, Toronto Public Library.—Reference Work.

5. Miss Elizabeth Moir, Reference Librarian, Toronto Public Library.—Reference Work.

6. Miss B. M. Staton, Children's Librarian, Toronto Public Library.—Children's Work.

7. Miss Hester Young, B.A., Chief Cataloguer, University of Toronto Library.—Classification.

8. John Henderson, Binder, Toronto Public Library.—Bookbinding and Repairing.

Lecturers on Special Topics:—

9. Prof. L. E. Horning, B.A., Ph.D., Professor of Teutonic Philology, Victoria University.—History of Literature.

10. G. H. Locke, M.A., Chief Librarian, Toronto Public Library.—Library Work.

11. E. A. Hardy, B.A., Secretary, Ontario Library Association.—Library History and Buildings.

12. W. O. Carson, Librarian, London Public Library.—Reference Work.

13. H. H. Langton, B.A., Librarian, University of Toronto Library.—Library and Local History.

14. E. S. Caswell, Assistant Librarian, Toronto Public Library.—Book Purchasing.

15. A. H. U. Colquhoun, M.A., LL.D., Deputy Minister of Education.—The Librarian and the Public.

16. Walter R. Nursey, Inspector of Public Libraries.—Library Law, Travelling Libraries, Etc.

SYLLABUS

First week, commencing June the 15th, 1911

Time	Thursday, June 15th	Friday, June 16th
9-10 a.m.....	Literature —Dr. Horning	Literature —Dr. Horning.
10-11 "	Preparation of books for circulation —Miss Dunham.	Preparation of books for circulation —Miss Dunham.
11-12 "	Cataloguing —Miss Dunham.	Cataloguing —Miss Dunham.
2-3 p.m.....	Classification —Miss Young.	Practice in Classification —Miss Andrews.
3-4 "	Fines and Accounts —Miss Dunham.	Children's work —Miss Spereman.
4-5 "	Cataloguing —Miss Dunham.	Cataloguing —Miss Dunham.

Second Week

	Monday, June 19	Tuesday, 20	Wednesday, 21	Friday, 23	Saturday, 24
a.m.					
9-10	Literature— Dr. Horning.	Literature— Dr. Horning.	Literature— Dr. Horning.	Literature— Dr. Horning.	Literature— Dr. Horning.
10-11	Public Libraries Act—Inspector Nursey.	Charging systems— Miss Dunham.	Classification— Miss Young.	Choice of books —Mr. Caswell.	Choice of books —Mr. Caswell
11-12	Classification— Miss Young.	Practice in classification— Miss Andrews.	Charging systems— Miss Dunham.	Practice in classification— Miss Andrews.	Practice in classification— Miss Young.
p.m.					
2-3	Reference— Mr. Carson.	Reference— Mr. Carson.	Accessioning— Miss Dunham.	Children's work —Miss B. Staton.	Children's work —Miss B. Staton.
3-4	Children's work —Miss Spereman.	Children's work —Miss Spereman.	Children's work —Miss Spereman. Visit Deer Park Branch Library.	At the Public Library; Reference work —Miss Staton and Miss Moir.	At the Public Library; Reference work —Miss Staton and Miss Moir.

Third Week

	Monday, June 26	Tuesday, 27	Wednesday, 28	Thursday, 29	Friday, 30
a.m.					
9-10	Literature—Dr. Horning.	Literature—Dr Horning.	Literature—Dr. Horning.	Literature—Dr. Horning.	Literature—Dr. Horning.
10-11	Library Publicity—Mr. Hardy.	Reference—Mr. Carson.	Library Publicity—Mr. Hardy.	Cataloguing—Miss Dunham.	Travelling Libraries—Mr. Nursey.
11-12	Practice work in classification—Miss Andrews.	Classification—Miss Young.	Cataloguing—Miss Dunham.	Cataloguing—Miss Dunham.	Cataloguing—Miss Dunham.
p.m.					
2-3	Reference—Mr. Carson.	Reference—Mr. Carson.	Children's work—Miss B. Staton.	Reference practice work in Library.	Reference practice work in Library.
3-4	Library History—Mr. Hardy.	Library Development—Mr. Hardy.	At Public Library; Reference work—Miss Staton.	Reference work—Miss Staton.	Reference work—Miss Staton.
4.30	Public Libraries Act—Mr. Nursey.				

Fourth Week

	Monday, July 3	Tuesday, 4	Wednesday, 5	Thursday, 6	Friday, 7
a.m.					
9-10	Literature—Dr. Horning.	Literature—Dr. Horning.	Literature—Dr. Horning.	Literature—Dr. Horning	Literature—Dr. Horning.
10-11	Cataloguing—Miss Dunham.	Cataloguing—Miss Dunham.	Cataloguing—Miss Dunham.	Cataloguing—Miss Dunham.	Cataloguing—Miss Dunham.
11-12	Cataloguing—Miss Dunham.	Cataloguing—Miss Dunham.	Cataloguing—Miss Dunham.	Cataloguing—Miss Dunham.	Cataloguing—Miss Dunham.
p.m.					
2-3	Shelf listing—Miss Dunham.	Bookbinding—Mr. Henderson.	Libraries and Local History—Mr. H. H. Langton.	Bookbinding—Mr. Henderson.	Classification—Miss Andrews.
3-4	Accessioning—Miss Dunham.	Practice in reference work in Library.	Library Buildings—Mr. Hardy.	Bookbinding—Mr. Henderson.	General methods—Miss Dunham.
4-5	.....	Visit to Provincial Museum & Art Gallery—Dr. Orr and Mr. Clarkson James.	Library Buildings—Mr. Hardy.	Library work—Mr. Locke.	Library work—Mr. Locke.

Fifth Week

	Monday, July 10	Tuesday, 11	Wednesday, 12
a.m.			
9-10	Literature— Dr. Horning.	Literature— Dr. Horning.	Literature— Dr. Horning.
10-11	Cataloguing practice— Miss Dunham.	Cataloguing practice— Miss Dunham.	Cataloguing practice— Miss Dunham.
11-12	Cataloguing practice— Miss Dunham.	Cataloguing practice— Miss Dunham.	Cataloguing practice— Miss Dunham.
p.m.			
1.30-2.....	.....	.....	The Librarian and the Public— Dr. Colquhoun, Deputy Minister of Education.
2-3	Visit to Riverdale Branch Library.	Filing cards— Miss Dunham.	School closed
3-4	Visit to Riverdale Branch Library.	Accessioning— Miss Dunham.	" "

Names of Students who registered (alphabetically arranged)

Name	Position	Library	No. of Books in Library	Catalogued and Classified Dewey Decimal system
1. Anderson, Dora	Librarian	Fergus.....	5,269	Yes.
2. Bain, B.A., Mary		Toronto.....	.....	
3. Banting, Carrie	Assistant Librarian ...	Woodstock.....	8,201	Yes.
4. Black, Mary J. L.	Chief Librarian	Fort William.....	5,370	
5. Butters, Mary T.	Chief Librarian	Niagara Falls....	8,652	Yes.
6 Carroll, M. Louise		Toronto.....	.....	
7 Champion, M. L.	Chief Librarian	Sault Ste. Marie..	2,643	
8. Clarke, (Mrs.) D. E.	Ex. Librarian	Trenton.....	.....	
9. Collinson, Alice L.	Ex. Librarian	Bracebridge.....	4,782	
10. Craig, W. Gordon	Educational Library....	Toronto.....	35,000	
11. De la Fosse, Fred. M. ...	Chief Librarian	Peterboro.....	11,587	Yes.
12. Detwiler, Lenora S.		Berlin.....	10,001	Yes.
13. Gardiner, Jacquetta	Chief Librarian	Sarnia.....	7,993	Yes.
14. Hamly, Lillian May	Librarian	Port Hope.....	5,180	
15. Jamieson, Edith C., M.A. .		Morrisburg.....	2,907	Yes.
16. Kopp, Adeline E.	Librarian	Palmerston.....	2,446	
17. McCrae, F. Eva	Assistant Librarian ...	Windsor.....	19,259	
18. McEvers, Laura A.	Chief Librarian	Cobourg.....	4,637	Yes.
19. Reid, Jeanne S.	Chief Librarian	Chatham.....	7,730	
20. Rice, Alice L.		Toronto.....	.....	
21. Rose, M. Laura	Ex. Library Staff.....	Peterboro.....	.....	
22. Rousseaux, May	Public Library.....	Hamilton.....	43,551	Yes.
23. Scott, Victoria	Chief Librarian	Owen Sound.....	4,878	Yes.
24. Simpson, Grace	Public Library.....	Hamilton.....	.....	
25. Spereman, A. Patricia ...	Dept. of Education.....	Toronto.....	.....	
26. Stauffer, Gladys E.		Toronto.....	.....	
27. Thibaudeau, Mabel F. A. ..	Ex. Librarian, Kenora..	Toronto.....	3,771	
28. Ward, Nellie	Public Library.....	Hamilton.....	.....	
29. Watson, Ethel M.		Toronto.....	.....	
30. Wilson, Caroline	Public Library.....	Hamilton.....	.....	
31. Wismer, Pearl E.	Librarian	Port Elgin.....	4,032	
		Total of Books	197,889	

From the above it will be seen that of the 31 students attending the school 24 were from 20 libraries containing a joint total of 197,889 books, ten of which libraries were already classified and catalogued under the Dewey Decimal System.

Of the above 31 students, six were unable for various reasons to remain for the entire course,—hence had to be classified as "occasionals"—and under the Regulations could not qualify for examination:—Miss M. J. L. Black, Miss J. H. Champion, Miss Laura Rose, Miss May Rousseaux, Miss Grace Simpson, Miss Nellie Ward and Miss Caroline Wilson. In the case of Miss Pearl Wismer of Port Elgin, serious illness necessitated her retirement.

Miss Dunham's Report

The report, in part, of Miss B. Mabel Dunham, B.A., Instructor in Charge, addressed to the Inspector, is as follows:—

"At the close of the first session of the Ontario Summer Library School, I beg to bring in the report of the work done. At your suggestion, no examination was held at the end of the session, but the students have been graded on their note books, and also upon the practical work done by them during the term in various departments of library economy. Reports were sent in by the following lectures and instructors, and the students were graded in classes A, B and C:—

1. Attendance..... Regularity.
2. Dr. L. E. Horning ..... English Literature.
3. Dr. E. A. Hardy ..... Library Publicity, etc.
4. Miss Young ..... Classification.
5. Miss Andrews ..... Classification.
6. Miss Staton ..... Reference Work.
7. Miss Moir ..... Reference Work.
8. Miss Dunham ..... Cataloguing Notes.
9. Miss Dunham ..... Cataloguing Practice.
10. Miss Dunham ..... General Notes.

"With these reports as a basis, I have endeavoured to reach a final statement of the relative standing of the different students. To facilitate matters I have assigned a certain number of marks for each lecturer's and intsructor's grade marking.

* * * * * *

"The attached statement gives the final result.

"All of this is respectfully submitted.

"(Signed) "B. Mabel Dunham,
"Instructor in Charge."

Students who completed the course in the order as given

1. Detwiler, Miss Lenora
2. Stauffer, Miss Gladys
3. Banting, Miss Carrie
4. Jamieson, Miss Edith C., M.A.
5. De la Fosse, Mr. Fred M.
6. Clarke, Mrs. D. E.
7. Hamly, Miss Lillian May
8. Butters, Miss Mary T.
9. Reid, Miss Jeanne S.
10. Watson, Miss Ethel M..
11. Spereman, Miss Patricia A.
12. Gardiner, Miss Jacquetta
13. McCrae, Miss Eva F.
14. Rice, Miss Alice L.
15. Carroll, Miss Louise M.
16. Collinson, Miss Alice L.
17. Kopp, Miss Adeline E.
18. Thibaudeau, Miss Mabel F. A.
19. Scott, Miss Victoria
20. Bain, Miss Mary, B.A.
21. Anderson, Miss Dora
22. Craig, Mr. W. Gordon
23. McEvers, Miss Laura A.

The "grade markings" and the Chief Instructor's "marks" were compared with the Lecturer's and Instructor's marks upon the "notes" of those students who had been asked to take the same and were checked and verified.

Regularity of attendance was necessarily a factor. Absences, unless reported at the time, were taken into account at the final summing up. In the cases of those students who did not take notes on certain subjects none could, of course, be handed in to the Chief Instructor. Every allowance was made for compulsory absences due to illness. During the last week of the session the temperature hovered in the neighbourhood of 100° in the shade, interrupting the work and resulting in the partial collapse of one or two of the students.

No entrance or other fees were charged, the entire expense of the School being borne by the Government. All necessary books and stationery were provided for the use of the students by the Department of Education *free*. In addition to this, in order to extend every facility to those either actively engaged or expecting to be engaged in library work, and who were hungry for expert instruction, the cost of transportation to and from the home of every student who completed the course was also paid by the Department of Education.

While the remuneration to the lecturers may not have been on as generous a scale as expected, or on a par with the quality of the services rendered, it was the maximum that could be offered. No special provision having been made in the Legislative estimates and the Audit Office having raised the question as against what vote the expenditure should be charged, the appropriation available was sufficient only to meet bare expenses. It was a question of not how much was wanted, but how little we could get along with. It was decided it would be better to "go ahead" than postpone the event for another year. With one exception, all concerned readily accepted the situation. The students' point of view is fairly illustrated by the following extracts taken at random from many letters received:—

"I found the course of the Summer School very practical and helpful. I know my work as assistant librarian in our library will prove more efficient in the future."

"It is needless for me to say that I am intensely interested in the work and more than pleased that the Department has recognized the necessity of such a course."

"The course of study was very enjoyable and most helpful to me, and I have to thank the Minister of Education for the privilege of attending the Summer Library School."

"I feel that I owe my appointment to the library here in a great measure to the letter of recommendation the Inspector gave me and my course of study at the Library School."

"I, in common with the pupils of the Library School, realize how greatly we are indebted to your earnest efforts to ensure the success of the first School for Librarians held in Ontario."

The following letter, addressed to the Inspector, explains itself:—

"The students of the Library School of the Department of Education feel that they must extend to you their warmest thanks for your untiring efforts in connection with the establishment and most successful management of the first Library School ever held in connection with the Education Department of this Province. You are to be warmly congratulated upon the fact that the first Departmental Library School has been established under your supervision. You

are also to be congratulated upon the selection of such an efficient staff of instructors, and the students desire to extend their thanks to every member of the staff. Your report of last year strongly urges the founding of a school for librarians, and you may feel justly proud that your unselfish efforts have been rewarded. The influence of this school will be widely felt throughout the Province, and will result in an increased interest and efficiency on the part of the students.

"(Signed on behalf of the school)

"Yours respectfully.

"Fred M. De la Fosse.
"W. Gordon Craig."

A strong letter of appreciation and thanks was also addressed by the students to the Minister of Education.

Referring to the *personnel* of the lecturers and instructors, Mr. Carson, the librarian at London, who is active in raising the standard of his own staff, wrote that "the men and women you have secured for the school are excellent." The staff, as will be seen, was composed entirely of Canadians, residents of the Province, it being thought best in inaugurating the school to depend upon native talent exclusively, the endeavour being to follow the excellent advice of Mr. Gould, of McGill, and to "teach thoroughly what was taught," with special emphasis on cataloguing and classifying.

While some competent critics expressed doubt as to the wisdom of having lectures on Literature, the series of illuminating talks by Dr. Horning were greatly appreciated.

To all who responded to the invitation of the Department, lecturers and instructors, on such short notice, and contributed of their special learning and skill, official recognition is now cordially extended. An initial undertaking can hardly hope to establish a record for supremacy. With experience comes the knowledge through which to build better in the future, but the Minister of Education, by establishing Summer Library Schools in Ontario, has initiated a great forward movement, and unlocked a gate leading to a field of first importance to all the library workers of the Province, several of whom, as the result of their increased knowledge, have already been promoted or have secured other and more lucrative positions. Whatever the success of the school, however, it can be set down as largely due to the energy and special industry of Miss B. Mabel Dunham, Librarian at Berlin, the capable Instructor in Charge.

Note:—Those library workers who contemplate taking the course during the summer session of 1912 would do well to file their entrance application with the Inspector early. The Class will necessarily have to be limited in respect to numbers.

PAPER BY MISS MARY T. BUTTERS

The following paper was read by Miss Mary T. Butters, of the Niagara Falls Public Library, at the Niagara District Institute meeting, held at Port Colborne in September of this year:—

Everyone will agree with me that at this day a trained librarian, even in a small library, is almost a necessity, or at least can do more efficient work. For no matter what knowledge a person may have of books or literature if he does not know how to classify his books, nor yet the best way to keep track of them when they are in circulation, he will find himself rather handicapped.

Sir John A. Dewar, President of the British Library Association, in his inaugural address at Perth, dwelt particularly on the education of librarians, saying in no profession was special technical education more important. Heretofore in this province there has been no attempt made in this direction. So I think we should thank the Department for arranging for this school and making it as easy as possible for all to attend. That it was appreciated was shown by the attendance, Librarians being present from Brockville and Peterborough in the East, and from as far North-West as Fort William and Sault Ste. Marie, North from Owen Sound and Bracebridge and West from Windsor, Chatham, Sarnia, South from the Niagara peninsula, and from Morrisburg, on the St. Lawrence. The teaching staff and lecturers were the very best known of our library workers in the province.

Mr. Nursey had the general supervision of the school, and in every way made our stay there pleasant as well as profitable.

Miss Dunham, librarian at Berlin, was the chief instructor. She taught all general subjects, cataloguing, preparation of books for shelves, charging system, shelf-listing, keeping accounts, fines, etc., in a very comprehensive and interesting manner.

The Dewey system of classification, the one recommended by the Department of Education for use in Ontario, was taught by Miss Andrews, of the Education Department, and Miss Young, of the Toronto University library. Miss Young taught the theory, emphasizing the importance of studying and knowing something about everything, and that it was necessary to be particularly conversant with our own system of classification, and then learn something about others.

Miss Andrews gave us practical work, using the books from the library of the Education Department and the Travelling Libraries branch. These books were also used by Miss Dunham in cataloguing.

The first thing a person would think of when put in a library of only a few books would be getting books of a kind together. When I began work in the Niagara Falls library some years ago, I found the books on the shelves as they were accessioned. No. 1 might be travels, 2 fiction, 3 sociology, and so on. About the first thing I did was to group them so that I could see what I had of a class. This was of course before the days of Dewey or Cutter.

In the reference department of the Toronto Public Library, Miss Staton and Miss Moir gave us lists of questions in history, and literature, which we had to look up and give the answers from the books in the library. The number of books, and the limited size of the room, in comparison with what we were used to, made the work seem worse than it really was. We spent a number of afternoons in that hot July in this manner. We also had valuable lectures in reference work from Mr. Carson, of London. He emphasized the importance of studying our reference books, dictionaries, and encyclopædias, the meaning of the symbols and diacritical marks, and where one dictionary differs from another, which was best for small libraries where little reference work was done.

Mr. Langton, of University Library, spoke on the importance of preserving all local papers, reports of local societies, even if they are not printed. Old account books, letters. Things of that kind might be of great importance in a few years.

Another important branch of library work, that of the children in the library, was taught by Miss Spereman, of the Department of Education, and Miss Bessie Staton, children's librarian, of the College Street Library, Toronto. Miss Spereman gave the history of children's books from early times, when they were mostly for religious instruction, down to the time of the horn book, then on to Mother Goose, in the seventeenth century, and particularly of the importance of pictures and the story-hour. Miss Staton gave her lecture at the College Street Public Library, how to organize a children's department, how to furnish the room, how to keep order, how to interest the children, the best kind of books, and the different aids they used in their library with such success. They have stereopticon views, puzzle maps, zig-saw puzzles, but have never had a story-hour. Some of these ideas would not be of much use to our smaller libraries now, but are all things that may be considered.

One very interesting feature, enjoyed by all, were the lectures of Dr. Horning, of Victoria University, on history and literature. Every morning at nine o'clock, for an hour. Twenty-five lectures in all. Beginning in the days of Chaucer and finishing with the present time. The last three lectures were on American and Canadian literature.

We had two lectures on general library work, by Mr. Locke in his office, at the College Street Library. Informal talks, of which, at his request, we did not take notes, as at the other lectures. They were practical and seemed to fit in with the general scheme. Mr. Caswell, the Secretary of Toronto Library, also gave us two lectures on the "Selection of Books," saying the building was not the library, but the books that are in it; not the quantity but the quality was the important thing. Where funds were small greater attention should be given to selection. As the library is supported by public money, every class has to be considered. We should first select books which tend to development. 2nd. Provide for the whole community, no section being overlooked. 3rd. Provide books that may be only used by the few for the advantage of the whole community.

Group of some of the Staff and Students, First Summer Library School

From left to right.—Top row—Miss Thibaudeau, Miss McCrae, Miss Collinson, Miss Anderson, Inspector Nursey, Miss Scott, Mr. De la Fosse, Miss Detwiler, Dr. Horning, Miss Jamieson, Mrs. Clarke, Miss Stauffer. Centre row—Miss McEvers, Miss Butters, Miss Spereman, Miss Kopp, Miss Dunham, Miss Bain, Miss Ward, Miss Banting. Front row—Miss Black, Miss Rice, Miss Hamly, Miss Gardiner, Miss Reid, Miss Watson, Miss Carroll

Mr. Nursey went over the Library Act with the class, giving a detailed explanation of the different parts. He also gave us the history of the public and travelling libraries in Ontario, which was interesting.

Mr. Hardy gave two papers on library publicity, clearly showing the importance of keeping our libraries before the public, and giving many valuable hints on the subject. This subject of advertising the library is one that has not been made use of as it should be. We make use of the press and prepare something every week, and sometimes oftener, giving lists of all the new books and in other ways keeping the library before the public.

We also had the privilege of a talk from Dr. Colquhoun, Deputy Minister of Education. He spoke on the librarian's attitude toward the public, and on the subject of having all the good Canadian histories we could get, especially local ones.

Thus you will see we had all sides of the library question brought before us, both the theory and the practice. We put in a very busy month, for after school hours, which sometimes lasted till five o'clock, we were expected to write up our notes taken during the day.

I am glad our Board allowed me the time to attend this school, and can heartily recommend it to others who are engaged in library work, or thinking of taking it up, that is if the Minister of Education decides to continue it."

"A SELECTED LIST OF BOOKS"

Each number of these quarterly periodicals contains between 400 and 500 titles of recent publication of all classes, recommended by a special committee of the O. L. A. with the co-operation of well known bookmen. The Bulletin is compiled and edited by Mr. E. A. Hardy, Secretary of the O. L. A., and published and issued at the expense of the Department of Education. The Bulletin has now assumed the importance that was promised and predicted for it. It is the duty of every Book Selection Committee and Librarian to utilize it and preserve it as a reliable guide in their periodical selection of books. As a cumulative index to current literature it meets the expressed wants of Library Boards and at no expense to the Library. As an indication of its value 600 extra copies are utilized by the Superintendent of Education, Dr. Seath, for distribution among High and continuation Schools. Librarians and Secretaries are invited by the Inspector to report as to the extent of the practical use this Quarterly has been to them.

Part I, Vol. X, 1911, contains a special list of books of all classes prepared by seventeen well known authorities. Part 2 (25 pages) contains a special list of books for Boys and Girls published during 1906-10. Part 3 is a general list of the late publications of 1910 and early ones of 1911. Part 4 is in the printer's hands. Of some of these parts as many as 2,000 have been printed. Orders for copies from many points in the United States and Great Britain are constantly received, with letters from persons of note testifying to the value of the series. The action of the Minister of Education in thus extending without expense to the libraries reliable aid in book selection is greatly appreciated. Copies of some of the above issues can still be had on application to the Inspector.

The following endorsations are examples of many received.

"A Library equipped if only with the books of this list would be a wonderful attraction to the true book lover. I can see the value such a list will have for the Public Libraries of the Province."—E. S. CASWELL, Secretary-Treasurer, Toronto Public Library.

"Examination led me to consider it an eminently useful list. It has been of service to me already."—F. K. WALTER, Vice-Director, New York State Library, Albany.

"We are confident this list will be most useful in the purchase of books."—MISS A. M. HARRIS, Librarian, Guelph.

"Am delighted with the Bulletins."—D. P. COLRIDGE, Librarian, Holstein.

"I find the quarterly Bulletins of best Books of great help."—B. REDPATH, Librarian, Orillia.

NEW BOOKS

"The Story of Tecumseh"

Mr. Norman Gurd's book on Tecumseh is the second volume of the Canadian Heroes Series published under the auspices of the Ontario Library Association, the MSS. and original paintings being contributed by the Department of Education. It will make a splendid companion book to "The Story of Brock." It was issued from the William Briggs press at the close of the year, and contains 24 chapters, a supplement, and over 20 illustrations,—4 of these are in tri-color from original paintings especially drawn for the purpose by Messrs. C. W. Jeffreys, A. M. Wickson, L. K. Smith and Fergus Kyle. Chief of these are "Tecumseh and Brock awaiting the flag of surrender at Fort Detroit," "The Rescue of the Kentucky soldiers from the Indians by Tecumseh, at the Battle on the Maumee River," the "Death of Tecumseh at Moravian Town," and "The attack on the United States Flat Boats on the Ohio." Mr. Gurd's book is written with much graphic force and literary skill, and apart from its value as a historical chronicle of the Western Peninsula Campaign of 1812-13, abounds in stirring episodes of frontier warfare, describing for the youth of Canada the heroic struggle of the Indians under the great Tecumseh—Britain's ally—and the pathetic death of the latter at the Battle of Moraviantown. Judging by the orders already in the hands of the publisher it should meet with distinct success. William Briggs, $1.00.

"The Public Library: Its Place in our Educational System"

Another book of a different character, but of exceeding interest to the library workers not only in Canada but in every country whether a Public Library System has been established or not, is that just written by Mr. E. A. Hardy, B.A., Secretary of the Ontario Library Association. "The Public Library, Its Place in our Educational System." It should prove of much value as a historical document, dealing with a phase of educational development, as it is full of suggestions to librarians and trustees of the smaller libraries. In the smaller communities it will doubtless develop a hunger for the public library, for it places the possibilities and the problems of a library in a simple and concrete way, and gives suggestions as to the solution of the former. It should have a place on the shelves of every free and association library in Canada. It is published by William Briggs.

JUVENILE READING

The following most entertaining and instructive paper on "Books for the Home and the Children" was read by Mrs. W. J. Hanna (wife of the Hon. the Provincial Secretary for Ontario) at the Chatham Institute, City Hall, Sarnia, July 18th, 1911:—

Books for the Home and the Children

As the really important person in the home is the person who, for the time-being, holds sway, by virtue of his title "the Littlest one," we shall consider his needs first. Like every child for the past three hundred years, and as far as present indications go, like every child for the next three hundred years, he will be introduced to the great world of books through the "Mother Goose Rhymes" and "Mother Goose Tales." The history of these immortal works is interesting. Andrew Lang has found an allusion to the Lady in a French poem of 1650. In 1729, Charles Perrault, a noted French writer, published in Paris a collection of eight tales, gathered from various sources, with gay pictures

Niagara Falls Public Library

of Mother Goose on the cover. These were "Little Red Riding Hood," "Blue Beard," "Puss in Boots," "Cinderella," "Tom Thumb," "The Sleeping Beauty," "The Sisters who dropped from their mouths toads and diamonds," "Riquet with the Tuft." All but the last are loved and known still. These tales were soon translated into English.

A few years later, John Newberry, an enterprising London publisher, collected old rhymes and melodies and printed them, ascribing their authorship to the same mythical personage. The undying charm in these ryhmes seems to lie in the jingle of the words, the action of the story, and their utter nonsense; for instance "Hey diddle diddle," there is something doing every minute in that lively poem. The Mother Goose books, of course, should have gay-coloured pictures, and had better be made of linen; the so-called "indestructible" kind.

Edward Lear's "Nonsense Rhymes," with the funny limericks, are the best of the rivals to "Mother Goose." Of course, at present, the child will be eager for stories to be told, and the mother will find great help in a set of ten volumes called the "Story Hour," by Eva March Tappan. She will find every one of the ten good. One volume called "Folk Stories and Fables" has all the Mother Goose Tales, a few from Grimm, and many other old favourites. There should be Bible stories told by the mother, too, who will like the "Bible for Children," published by the Century Company.

For poetry just now he will like to memorize "Stevenson's Child's Garden of Verses." Some of these are set to music, and he should learn some kindergarten motion songs to cultivate a love of good music.

By this time he should be beginning to read. If he is fortunate enough to get the "Eugene Field Reader," the "Robert Louis Stevenson Reader," "The Overall Boys," "The Child World Primer," by Aleys Bentley, all with good pictures, he will learn to read without knowing it.

As soon as he can read easily, the whole world of books will be open to him, and a grave responsibility will rest upon the parents, for to them he will look for choice of books and direction in his reading.

In talking of choice of books for children it seemed easier not to speak of books as suited to the ages of the children, for they differ so in their needs at different ages, but to speak of books on different subjects. For instance, after the nursery tales come myth and hero stories and stories of imagination. Andrew Lang's "Red Fairy Book," "Blue Fairy Book," a few of Andersen's, and Arabian Nights, and Hawthorne's "Wonder Book." If these are too many giants he should make acquaintance with "Alice in Wonderland," and all her interesting friends, as seen in the Tenniel illustrations. Then give him the "Boys' King Arthur," by Lanier; "The Merry Adventures of Robin Hood," by Howard Pyle. Then "Heroes Every Child Should Know," by Mabie; Kingsley's Greek Heroes; "The Heroes of Asgard," by Annie Kearney; not forgetting the Bible Heroes, using Moulton's edition. Then to create a love of history, take "Puck, of Pook's Hill," by Kipling; Hawthorne's "Grandfather's Chair," "Myths Every Child Should Know," by Mabie; "Ben Hur," by Wallace, and then on to Historical novels. Scott, of course,, in Kenilworth, Ivanhoe, The Talisman; Dickens, in Tale of Two Cities; Parkman's "Old Regime," and "Pioneers of France in the New World"; Cooper's "Last of the Mohicans," "The Deerslayer," and the other books of the Leather Stocking Series. A few of Henty's are good, but knowing Scott he will not need Henty.

With history of other countries should come a knowledge of our own history. "The Golden Dog," by William Kirby, and the Romance of Dollard, by Mrs. Catherwood, "The Seats of the Mighty," by Sir Gilbert Parker," will give him the early history of Quebec. "Wacousta," by Colonel Richardson, will tell him of events of the war of 1812, occurring near the St. Clair. "The Romance of Canada" is a readable history, by Beckles Wilson. The girls will like "Heroines of Canadian History," by Herrington. Then, as the best way to read history is to read biography, he should have "Nursey's Story of Isaac Brock," and the "Canadian Heroes Series," telling of Tecumseh and the rest.

Just here he should have Edward Everett Hale's "Man Without a Country" to make him see the value of citizenship.

We shall start on another subject by speaking of Fables and animal Stories. For the little child, "Friends and Helpers," by Sarah Eddy, tells simple little stories of cats and dogs, while the "Book of Nature Myths," by Florence Holbrook, is easily read by a young scholar. Then when he is a little older and past "Aesop's Fables" he will like Kipling's "Just-So Stories," and the "Jungle Books," and "Black Beauty," by Anna Sewell, will make him considerate to horses. The story of "Nils," by Lagenlof, will teach him kindness to animals; while two good dog stories are "Rab and His Friends," by Dr. North, and "Bob, Son of Battle," by Alfred Ollivant, when he is a little older.

Three good books of animal life are "Familiar Life in Forest and Stream," by F. S. Mathews; W. A. Fraser's "The Outcasts," and a collection of thrilling stories by different authors, called "Animal Life and Adventure." Then, of course, there is Seton Thompson's "Wild Animals I Have Known." To develop observation and a love of Science, give "Stories Mother Nature Told Her Children," by Kingsley; "How to Know

the Wild Flowers," by Dana; "Trees Every Child Should Know," by Rogers; "Flowers," by Stark; "Water Wonders," by Jean Thompson; "Ways of the Six-footed," by Comstock; "The First and Second Book of Birds," by Millar; "Nature Biographies," by Weed; "The Friendly Stars," by Martin.

If our choice of books for the child has made history and science an interesting story, we should be able to do the same for his geography. Jane Andrews' "Seven Little Sisters," and "Ten Boys" give a good deal of information in a sugar-coated way. Then there are two excellent series, the "Little Cousins," and "Little People Everywhere." In the latter series the reader travels with "Fritz in Germany," "Boris in Russia," and so on. The child will like to hear about the "Chinese Boy and Girl," by Mr. Headland, whom some of us know, and he will also enjoy hearing Hans Brinker, the little Dutch boy, by Mary Mapes Dodge. When he is a little older he will enjoy Mark Twain's travel stories, the "Innocents Abroad," etc. The children of the family, of course, will have been reading fiction all the time. For the little ones are the "Brown Owl's Story," by Amy Prentice, the Pepper books, by Margaret Sidney; "Four Little Mischiefs," by Mulholland. The boy will find a good camping story in "Bob Knight's Diary." "Toby Tyler," by Otis, has quite thrilling adventures travelling with a circus. Stoddart's "Talking Leaves," tells of a boy among Indians. Then Ballantyne and Mayne Reid tell good stories of the sea and Indians. Alger's heroes think of nothing but making money, so our boy is better without him. Mark Twain's "Tom Sawyer" and "Huckleberry Finn" are good friends to make, while Stevenson's "Kidnapped" and "Treasure Island" are thrillers, better than any "penny dreadful," or moving picture story.

All the boys' books will be read and loved by the girls in the house, and they should have some girls' books too. All Miss Alcott's are good, as are Miss Wiggin's "Polly Oliver," the "Birds' Christmas Carol," "Rebecca of Sunnybrook Farm." Miss Montgomery's Prince Edward Island girls are jolly girls, "Anne of Avonlea," and "Anne of Green Gables," "Kilmeny of the Orchard," and the "Story Girl."

Two other good Canadian authors are Nellie McClung, in "Sowing Seeds in Danny," and Norman Duncan in "The Suitable Child," and "Billy Topsail and Company." Good books of Canadian life are "Marjorie's Canadian Winter," by Agnes Machar; "Janet's Winter in Quebec," by Anna C. Ray. When they want boarding school stories there are L. T. Meade's "Sweet Girl Graduate," and Etta Baker's "Girls at Fairmount."

To give the children a love of poetry the mother should read or, better still, repeat good poems to them. Three splendid collections of poems are Andrew Lang's "Blue Poetry Book," a book of "Famous Verse," by Agnes Repplier; and "One Thousand Best Poems for Children," by Roger Ingpen. Then they should have "John Gilpin," "The Ancient Mariner," "Hiawatha," "The Prisoner of Chillon," and many others. When the children are young they should be encouraged to memorize gems of poetry, which when they once begin they will continue to do of their own accord, and there will be sleepless nights and depressed moods later in life when such a storehouse of memory will be a blessing.

For the use of the whole family, there will be a dictionary, an encyclopædia, Bartlett's quotations, and a good atlas. The father should have books on whatever work he is engaged in. Then the mother needs a good cook book. The "Boston Cooking School Book" is sensible and practical. Maria Parloa's "Home Economics" will give her the best and easiest way to do her housekeeping. Dr. Emmet Holt will give her sound advice on the care and feeding of children. She will find "Food and Dietetics," by Pope and Carpenter, a useful work on a most important subject. "Household Management," published by the Chicago School of Home Economics, will be found invaluable.

But the mother has to look after the intellectual food of the family as well. For that she will find Bryant's "How to Tell Stories to Children" a great help. Bertha Johnston's "Home Occupations" will help her in keeping the little ones busy indoors, while "Little Gardens," by Mytra Higgins, will give her ideas for Summer days. For the older children the "Boy Craftsman" and "Recreations for Girls" will give practical ideas for making things, as well as for games and sports. If the boys have the Boy Scout microbe, they should have Baden Powell's "The Scout."

"Pictures Every Child Should Know," by Dolores Bacon, should give him an interest in Art, and "Stories of Great Musicians," by Scobey and Horne, will be a beginning for the music lover.

So that in the home some books will belong to all the family, but each member in it should have his own shelf of books. One good book every Christmas and birthday, and sometimes bought by his own self-denial, will build up a good library in a few years. Not many books, but "much reading" is what educates a child. He should, when he leaves school, have formed the habit of good reading. Having read only the best, viz., the classics, he will not miss the second best, and when he finishes school he will feel that his education through books may go on as long as he lives.

SUNDAY OPENING

In an article on "Sunday Opening" in my Annual Report for 1910, after quoting from an answer to a letter I had written Mr. Braid, the secretary of the Windsor Public Library, who had ascertained the views of thirteen libraries in this Province upon the subject,—I reviewed the situation, expressing my own personal views.

The article attracted public attention. The Chief Librarian of the Toronto Public Library, Mr. Locke, stated to a newspaper reporter that, in his opinion, there was "no demand for Sunday opening and no necessity for it," and that the opening of the College Street Library would mean "an extra expenditure of $16 a Sunday." The newspapers having exploited my suggestion, the question was taken up at a meeting of the Toronto Library Board by Mr. Banton, a trustee, who strongly supported the proposal, recommending that the practice be introduced into the Toronto College Street Library. The majority of the Board, however, seemed to be opposed to the innovation.

The newspapers throughout the country were divided in opinion, but in press interviews with prominent Toronto citizens almost all are reported as having endorsed the proposal which Mr. Bantton claimed had the support of organized labour.

On April 27th I received a letter from the Rev. W. M. Rochester, General Secretary of the Lord's Day Alliance of Canada, who wrote as follows:—

"I have been informed that recommendation has been made by you that Public Libraries throughout the Province be open on the Lord's day. I should be glad, if it is not asking too much, to know if this is so. I should like to ask if any representation of a public character has been made to you leading you to adopt this course; or if there are any special reasons governing you in connection with the same. As you know, our organization is interested in every aspect of the Sunday question, and we should like to know all the facts in this case. I trust I am not imposing thus, and should be pleased to have an early reply.

Very sincerely yours,
(Sgd.) W. M. ROCHESTER,
General Secretary."

As the subject is an important one, I print my reply:—

"I beg to acknowledge receipt of your letter of the 25th inst., stating that you have been informed that I have 'recommended the Public Libraries throughout the Province to be open on the Lord's day,' and asking if any representation of a public character has been made to me leading to this course, and if there are any special reasons governing my action in this respect.

A bare outline of my views in respect to the question of Sunday opening appears on page 490 of my report as Inspector of Public Libraries for 1910, a copy of which I am taking the liberty of mailing to you. Upon reference to this you will find the report of Mr. Braid, Secretary of the Windsor Public Library, reproduced. It contained the answers from the secretaries of 13 libraries in Ontario, to whom he had written, asking whether they kept their libraries open on Sunday. All replied in the negative. With the exception of the replies from Chatham and Lindsay, no reason, however, was advanced, either for or against Sunday opening, nor was the question of principle or expediency referred to. This was regrettable.

Chatham's comment, as you will see, was 'we do not think it just to make librarians work while others are taking a holiday.'

Lindsay's comment was 'librarians are entitled to holidays as much as other workers.'

My printed comment on Mr. Braid's report, and which is, as far as it goes, a correct presentation of my views, reads as follows:—

'Personally the principle of Sunday opening appeals to me. The same librarian cannot, of course, be expected to work seven days in the week, nor is it desirable, but where the services of an attendant can be secured for an hour or so why not give access to the reading room?'

I proceeded in my report—if you will refer to it—to quote the words of the Library Commissioners of the State of Vermont, 'who considered the most important part of the State's citizenship is deprived of proper access to the library, if no provisions are made for Sunday opening. A man confined to his labour every day but Sunday should be able on that day to take his share of the public benefit provided by the State.'

I then followed with the statement that 'many libraries in Vermont have Sunday hours,' and also quoted the Sunday attendance at the Public Library at Worcester, Mass., with which library I am familiar, namely, 19,801 and 5,870 in the adult and children's departments respectively. There are many libraries in the United States which observe Sunday opening. While I have but the one opinion in regard to the general principle involved in the question of opening libraries on Sunday, I have not officially recommended this course, nor would I for a moment suggest the establishment of any compulsory rule. I may say that no representations of a public character have been made to me leading to this expression of opinion, and the only reason for my expressing an opinion and stating that Sunday opening under certain necessary restrictions appealed to me, was that I believed such a course would result in 'the greatest good for the greatest number.'

There are 414 libraries, large and small, 'Free' and 'Association,' in Ontario. Up to this time no official steps have been taken to ascertain what are the views of these various library boards in respect to Sunday opening. I might say, however, that if Sunday opening does not conflict with the letter or spirit of the Lord's Day Act,—which I cannot believe possible,—I should give such a movement my unqualified support, being fully persuaded that while its introduction would entail a hardship on no one, it would offer a few hours' wholesome relaxation and profitable entertainment to thousands who otherwise might be debarred from participation in any of the benefits of the library to the maintenance of which they contribute. I have also in view that other class of citizens, some of whom might be induced to exchange their doubtful Sunday pursuits for the refining and instructive influence to be obtained by the perusal of good literature, amid peaceful surroundings.

I do not think it would be well to open any portion of a library other than the Reading room, or Museum, or Art rooms, and these not during the hours usually set apart for public worship. I am opposed to any movement looking to the Sunday 'circulation' of books. As no general regulations can be adopted where local conditions vary so greatly, Sunday opening, if within the law, should be left to the discretion of local library boards, whose members are supposed to voice the views of their respective communities. Many libraries in the United States throw their Reading rooms and Art galleries open on Sunday, and with excellent results. A few libraries in this Province have already done, or are contemplating doing, the same. I am writing in a great hurry. I shall be glad at any time to give you any facts in my possession.'

Yours very truly,

(Signed) WALTER R. NURSEY,
Inspector of Public Libraries."

Mr. Rochester's reply, from Winnipeg, was as follows:—

"I have not yet gone fully into the information you furnish. I beg, however, in the meantime, to thank you for your consideration and for the comprehensive statement you have given of the situation *re* Sunday opening of the libraries in Ontario, for your own views, and for the pamphlet sent."

Up to this time—January 10th, 1912—I have heard nothing further from Mr. Rochester.

So far as the Toronto Public Library is concerned, the question received its temporary quietus at a Board meeting held in October, when, according to an editorial in Toronto *Saturday Night,* which criticized the attitude of the Board, "it was quietly chloroformed." Mr. Norman Gash, chairman, replied to this article. From this letter I now quote in part, being explanatory of the attitude of the majority of the Toronto Board. . . . "as no evidence of any popular demand for Sunday opening was forthcoming, the Board did not consider it would be justified in taking such a drastic step of its own accord. In conclusion, I may add that the members of our Board expressed themselves as having open minds upon the subject, and will, undoubtedly, be willing and anxious

to give their most careful consideration to any popular demand which may be made in the future for such an innovation."

From this I cherish the hope that the question of the Sunday opening of the Toronto libraries will be taken up again at a later date. There seems to have been little information on the subject in the hands of the Toronto Library trustees, or, indeed, in the hands of few other important provincial libraries, for in London, while the manufacturers were reported to have been in favour of the movement, the librarian is reported by the press as saying that "wherever Sunday opening had been tried it had not been a success."

Anxious to obtain further light upon such an important feature of library administration, I communicated with Mr. Asa Wynkoop, Inspector of Public Libraries for the State of New York; Mr. George B. Utley, secretary of the American Library Association, and other authorities. Mr. Wynkoop wrote me that practically "all of the largest libraries of New York State provided some Sunday privileges." Exclusive of the large City libraries, all of which practically are open to the public on Sunday, 23 urban and rural libraries extended to the book-starved portion of their communities the benefits of an open library on the Lord's day.

Libraries in New York State (exclusive of the large city libraries) which are open to the public on Sundays:—

Population.	Place.	Hours open Sunday.
31,267	Amsterdam	2–6 p.m., reading and reference only
11,613	Batavia	2–6 " " " "
100	East Houndsfield	12-1 " lending (convenience of church-goers)
507	Forestport	9 a.m.–9 p.m., reading and reference only
4,128	Gouverneur	2.30–5.30 p.m., readingand reference only
7,520	Herkimer	2-6 p.m. (except in summer), reading and reference onl y
2,470	Highland Falls	All afternoon, except in summer, for reading and reference only
6,588	Ilion	2–6 p.m., from Nov. to May, for reading and reference only
400	Little Genesee	4–5 p.m., for lending only
600	Locust Valley	All day, for reading and reference only
25,918	Kingston	3–6 p.m., for reading and reference only
300	Mountan side, Lake George	Open all day for reading
6,467	Malone	Wadham's Reading Circle Free Library, open one hour in p.m. for lending
28,867	New Rochelle	2–6 p.m., for reading and reference only
30,445	Niagara Falls	2–6 p.m., for reading and reference only
4,619	Nyack	2–6 p.m., for reading and reference only
800	Pine Plains	7 a.m.-9 p.m., for both reading and lending
4,136	Potsdam	2–6 p.m. in winter, for reading and reference only
72,826	Schenectady	2–6 p.m., for reading and reference only
76,813	Troy	2–6 p.m. in winter, for reading and reference only
74,419	Utica	2–6 p.m., from Nov. 1 to May 1, for reading and reference only
2,385	Warrensburg	9 a.m.–6 p.m., for reading and reference only
4,382	Wellsville	3–6 p.m., for reading and reference only

Of these it will be seen only two libraries circulated books.

In response to enquirers in the State of New York, who wanted to know (1) to "what extent Public Libraries in cities are open to the public on Sunday and (2) where Sunday opening obtains are the members of the regular staff expected to serve on that day?" Mr. Wynkoop replied as follows:—"From the report of the A. L. A. Committee on Library Administration, submitted at the Pasadena conference, it appears that out of 115 city libraries which reported to that com-

mittee on the subject of Sunday opening, *80 are regularly open for reading and reference* on Sunday for at least a part of the day, and *35 are entirely closed on that day.* A few of the libraries engage extra service for Sundays, but in most cases this service is provided by the regular staff, arrangements being made by which an equal or greater amount of time for rest shall be given on some other day or days. Where any member of the staff has a religious or conscientious scruple against Sunday work in the library, of course such service should not be required, nor should such scruple serve in the least as a hindrance to full compensation or progress of any staff member."

Mr. George B. Utley, secretary of the American Library Association, in response to my written enquiry, replied in part as follows:—

"As you probably know, *nearly all the public libraries of the United States are open Sunday afternoon, and many of them Sunday evening, for reading and reference, but not for circulation of books.* At the present time I only know of two libraries which circulate books on Sunday. These are the public library of Jameston, N.D., and Gary, Indiana. I presume there are others, but I do not know of them. There is a pretty widespread feeling among librarians that the reading rooms of libraries should be open for reading and reference, but that it is not necessary nor advisable in most cases to loan books on Sunday, as nearly everybody can come at some time on week days long enough at least to borrow and return books. Quite a number of libraries which do not loan books on Sunday allow them to be returned on that day."

The preceding facts surely tend to prove that unless Sunday opening had been a success, it would not have been adopted by the majority of libraries in the United States. Regarding the matter from every point of view, I own to sharing the opinion of Mr. Wynkoop, that as a rule libraries consult their own convenience and the feelings of their staff more than they do the wishes of the public in this matter. "Libraries are used mainly during hours of leisure, and there is no day in the week in which there is such a large degree of leisure as on Sunday."

In the State of Minnesota the official reports show that 33 libraries are open to the public on Sunday. In the State of Massachusetts several libraries have adopted Sunday opening. In the report of the regents at Boston they refer to the practice of Sunday opening as follows:—"The character of the Sunday use of the library shows that many readers would be unable to use it during workday working hours." Are not the readers of Toronto or those of any other Canadian town similarly situated entitled to similar privileges?

There is at least one town in Canada that believes in throwing wide the doors of the reading-rooms of its library to its citizens on Sunday. I refer to Brantford, where the reading-rooms and reference department are open to the public from 2 to 5 p.m. Mr. E. D. Henwood, the secretary and librarian at Brantford, writes me:—

"Our Board had the advisability of making this new departure in library work under very serious consideration for months before putting it into practice, and through the kindness of the local newspapers for the purpose of testing the opinion of our citizens, invited discussion of the subject. We received communications from many prominent and influential residents, and from the Trades and Labour Council, and the Local Council of Women, strongly recommending the adoption of Sunday opening; in fact, the matter was not the subject of any adverse criticism.

"The reading-rooms of the library have accordingly been open to the public since April, 1911, on Sunday afternoons from 2 till 5 o'clock, and have been most generously patronized by all classes of our citizens, the attendance averaging anywhere from 60 to 100, and this during the summer months. For the past two months the rooms have been well filled, and our Board has been frequently commended for extending this privilege to the public. We anticipated some opposition from the Ministerial Alliance, but this was quite unfounded, as I have, on several occasions, in conversation with members of the Alliance, found that they had no objections."

Where opposition in some quarters is so strong against Sunday opening as it would seem to be in the case of the Toronto Public Library, and as the question of cost seems to have been referred to by the librarian as more or less of a reason, I would suggest for the consideration of the Toronto Public Library Board whether it would not be well to first try out the proposal in some of their many branches. These might be opened on alternate Sundays by arrangement—Riverdale one Sunday, West Toronto another Sunday, Yorkville another Sunday, and so on. From the results obtained by this method, after the innovation had been given sufficient time to determine its value, a practical conclusion could be reached at minimum expense as to the wisdom of throwing open the reading and reference rooms of the College street sanctuary. I think the experiment would be worth trying, without waiting for a mandate or referendum, but anticipatory of the people's wants.

NOTES ON LIBRARY BUILDING

The following notes on Library Building prepared by Mr. Bertram, Secretary to Mr. Andrew Carnegie, are inserted for the guidance of Public Library Boards contemplating erecting new buildings, and to meet frequent requests for such information:—

"Frequently library committees, in small towns especially, are composed of busy men who have not had time to obtain a knowledge of the subject, a building plan sometimes attracting them which experience would prove to yield a poor return in useful accommodation for the money.

Architects are liable, unconsciously, no doubt, to aim at an architectural feature and subordinate useful accommodation.

The amount allowed by Mr. Carnegie to cover the cost of a library building is according to a standard based on (a) the population which is to pay the tax for carrying on the library, and (b) a specified minimum revenue from such tax. The donation is only sufficient to provide needed accommodation, and there will be either a shortage of accommodation or of money, if this primary purpose is not kept in view; viz., TO OBTAIN THE UTMOST USEFUL ACCOMMODATION FOR THE MONEY, CONSISTENT WITH GOOD TASTE IN BUILDING.

In looking over hundreds of plans for small and medium-sized buildings, costing, say, from eight to twenty-five thousand dollars, we have noted some features leading to waste of space, when useful accommodation might have been secured by the same expenditure.

For instance, in a plan for a $10,000 library building, into which the people go by ones, twos and threes, we have frequently seen a wide vestibule of 12, 16 or even 18 feet, which results in what amounts often to a "thoroughfare" of that width to the delivery desk, which, in a square building, might be 20 feet and upwards from the entrance. It would appear, if practical requirements might have any bearing on the matter, that an entrance hall or vestibule half that width is ample, with corresponding gain in the interior. As the size of the building increases, some modification of course is required.

The economical layout of the building in this and other respects is sacrificed or subordinated at times to minor accessories, such as too much or too valuable space allotted to cloak rooms, toilets, stairs, to basement or cellar, etc.

Another cause of waste space in this direction is when parties attempt to get a Greek temple, or modification of it, for $10,000, and all they get is the entrance, and the waste referred to.

The building is expected to be devoted exclusively to (a) housing the books and handing them out, (b) comfortable accommodation for reading them by adults and children, (c) lecture-room, when introduced as a subordinate feature and not adding disproportionately to the cost of the building, (d) necessary accommodation for heating plant, etc., without which the building could not be used.

Experience seems to show that the best results for a small general library are obtained by adopting the one-story and high-basement type of building, of which the depth (from front to back) is to the width approximately as 2 is to 5½ or 3 is to 7, consisting of practically a small vestibule entering one large room, sub-divided by bookcases, into reading spaces for adults and for children.

The rear and side windows may be kept seven feet from floor, permitting continuous wall space for shelving, which will be sufficient for the volumes in a small community. For larger communities in the range under notice, a small stack-room, when required, can be built on the rear equal to about one-third the width of main building, giving an

inverted T plan. This stack extension may be enlarged when future needs demand it, at a minimum expense and without disturbing the building or the activities carried on within it.

The type of building in view gives the advantage of minimum waste of passage space between entrance and delivery desk placed in front of a space for librarian's office, between desk and stack-room, and allows two large, well-lighted rooms or spaces on either side of the passage-way, in which readers are undisturbed, and from the shape of the rooms most of the readers will be out of hearing of passage traffic and delivery-desk conversations.

The delivery-desk should be as close as possible to the front and placed so as to supervise from it as much of the floor as possible.

The high-basement type of building lends itself to advantageous arrangement. The basement may be devoted in part to heating plant, fuel, toilets, work-room and storage, and the rest to a lecture-room, where such is wanted. When a stack-room is provided above, the basement beneath it may contain heating plant, etc., and the front basement a lecture-room.

Although these notes are written with the smaller buildings in mind, those larger require only a modification of these fundamental ideas, and no modification of the primary purpose to be aimed at.

Building libraries to pattern would be undesirable, but it is desirable in planning to have a plan in mind which is convenient in arrangement, economical in construction, and into the exterior appearance of which a large variety may be introduced."

Grants already paid or Donations promised to Public Libraries in Ontario by Mr Andrew Carnegie, up to April 3rd, 1911.

Arthur	$7,500	Mount Forest	$10,000
Ayr	5,000	Newmarket	10,000
Beaverton	5,000	New Liskeard	10,000
Berlin	28,000	Niagara Falls	15,000
Bracebridge	10,000	Orangeville	12,500
Brampton	12,500	Oshawa	14,000
Brantford	35,000	Ottawa	100,000
Brockville	17,500	Orillia	13,500
Brussels	7,000	Owen Sound	25,000
Campbellford	8,000	Paisley	5,000
Chatham	19,000	Palmerston	10,000
Collingwood	14,500	Paris	10,000
Cornwall	8,000	Pembroke	12,000
Dresden	8,000	Penetanguishene	13,000
Dundas	12,000	Perth	10,000
Durham	8,000	Peterborough	30,000
Elmira	5,000	Petrolia	10,000
Elora	6,400	Picton	12,500
Essex	5,000	Port Arthur	40,000
Fergus	7,000	Port Elgin	8,000
Fort William	50,000	Port Hope	10,000
Galt	23,000	Preston	12,000
Goderich	10,000	St. Catharines	25,000
Grand Valley	7,500	St. Mary's	10,000
Gravenhurst	7,000	St. Thomas	27,000
Grimsby	8,000	Sarnia	20,000
Guelph	24,000	Sault Ste. Marie	15,500
Hamilton	75,000	Seaforth	6,000
Hanover	10,000	Shelburne	6,000
Harriston	10,000	Simcoe	10,000
Hespeler	9,000	Smith's Falls	11,000
Ingersoll	10,000	Stratford	15,000
Kemptville	3,000	Strathroy	7,500
Kincardine	5,000	Teeswater	6,000
Kingsville	5,000	Thessalon	8,000
Leamington	10,000	Thorald	10,000
Lindsay	13,500	Toronto (five branches)	400,000
Listowel	10 000	Toronto Junction	20,000
Lucknow	7,500	Walkerton	10,000
Markdale	5,000	Wallaceburg	11,500
Merrickville	2,500	Waterloo	10,000
Midland	12,500	Windsor	27,000
Milton	5,000	Woodstock	24,000
Mitchell	6,000		
Milverton	7,000		$1,536,500

Grants already paid or Donations promised to Libraries in Alberta, British Columbia, Manitoba, New Brunswick, Nova Scotia, Quebec, Saskatchewan and Newfoundland, by Mr Andrew Carnegie, up to April 3rd, 1911.

Province of Alberta.

Calgary	$50,000
Edmonton	60,000
Lethbridge	25,000
	$135,000

British Columbia.

New Westminster	$19,500
Vancouver	50,000
Victoria	50,000
	$119,500

Manitoba.

Selkirk	$10 [illegible]
Winnipeg	114,000
	$124,000

New Brunswick.

St. John	$50,000

Nova Scotia.

Amherst	$5,000
Halifax	75,000
Sydney, C.B.	15,000
Truro	10,000
Yarmouth	4,000
	$109,000

Quebec.

Montreal	$150,000
Sherbrooke	15,000
Three Rivers	10,000
	$175,000

Saskatchewan.

Indian Head	$10,000
Regina	50,000
	$60,000

Newfoundland.

St. John's	$50,000

This Statement includes everything *outside* of Province of Ontario, up to April 3rd, 1911.

HOW TRUSTEES MAY HELP THE LIBRARY

This paper was read by Mr. Robert McAdams, a member of the Sarnia Public Library Board, at the meeting of the Chatham District Library Institute, held at Sarnia, July 18th, 1911. Every Library Trustee in the Province would do well to commit the many practical and philosophic points contained in this paper to memory :—

"In dealing with the subject allotted to me, which is, "How Trustees May Help the Library," I shall confine my consideration to the case of the Free Public Library, supported by Special Rate and managed by a Public Library Board, which is the only form of Public Library with which I have any acquaintance.

As to how members of a Public Library Board may help the library, there are, of course, differences of opinion. Some sarcastic citizens might suggest that there are members of Public Library Boards who could help the Library in a most effective way by discontinuing their own connection with it. But if any such unkind suggestions are made, we can afford to treat them with philosophic calmness. Members of Library Boards being appointed instead of elected, it is somewhat difficult for the public to get at them to deal out such treatment as perhaps the electors might sometimes think desirable. As for our retiring from office of our own accord, that would be against all established practice. Whatever other virtues members of Library Boards may or may not possess, so far as my experience goes, the virtue of resignation is not usually one of them.

As to how Trustees may help the Library, one way in which great improvement might, in many cases, be made with little trouble, would be by sweeping away, as far as possible, the whole list of regulations which so frequently hamper the public in the use of the Public Library. When, on some infrequent occasion, I happen to venture away from home on a little vacation, I usually try to make a visit to the Public Library in whatever place I chance to find myself; and I am often amused at the trouble which seems to be taken by Library Boards to make the use of the Library by the public as

awkward and inconvenient as possible. It would seem as if Library Boards had the idea that the reading habit on the part of the public was a pernicious practice, which it was the duty of the Board to discourage by every lawful means. In most cases the stock of books is kept carefully secluded in an inner sanctuary, fenced off by wire or glass, from which the public are rigorously excluded. In one Public Library in a western city which I visited, the public did not even get a chance to look at the books, which were stowed away behind closed doors in a separate apartment, to which nobody but the Librarian had access. In another Library which I looked through, I was told by an official that they did not hold with any such nonsense as a Juvenile Department or children's books, that the children were much better employed learning their lessons, and that nobody was admitted to that Library under sixteen years of age. I could not but sympathize with the children of that community, to be thus shut out of the whole enchanted region of poetry, romance and adventure, just at the period of their lives when they could most keenly enjoy it—to be debarred from the opportunity of forming a taste for reading when they could most easily and pleasantly acquire it. There is no greater safeguard for the young, and no greater source of pleasure during the whole course of life, than a taste for reading, and there is no time when that taste may be better acquired than in childhood years. Dr. Johnson said that something might be made even of a Scotchman if he was caught young, and there are few people indeed by whom the habit of reading might not be acquired, provided they are started young enough, and started at the right kind of reading.

Then as to unnecessary restrictions. The walls of that part of the Library set apart for the use of the public I find are usually garnished with cautionary placards, explaining to the public how they must not do this, and are prohibited from doing that, and will not be permitted to do the other; until, in many cases, it would seem as if almost the only privilege remaining to the visitor was that of turning round and going out again.

As an illustration of how far it is practicable to go, not only without risk, but with good results to the Library and gratification to the public, in doing away with such restrictions, it may not be uninteresting to give a little sketch of the experience of the Sarnia Public Library. I do not claim that in this regard the Sarnia Board, when first organized, was very much more liberal in its ideas than its neighbours. The Sarnia Board began with the usual plan of fencing the books off in a separate compartment, with the Librarian ensconsed behind a peep-hole through which the books returned were passed in ,and by way of which the books applied for were handed out. We came near to putting in a system of reading tables fitted with attachments by which the current magazines were to be locked down on the tables, so that they could not be moved. At the outset also we had the usual set of notices printed and hung up, cautioning the frequenters of the Library against doing this, that and the other. But after considering the subject for a time it occurred to some of us that as the public had provided the money for establishing the Library, and were by special taxation also defraying the expenses of running it, they might, with some show of reason, be said to own it; and that it might not be an infraction of the British North America Act to give the people who owned the Library and paid the charges for running it some little liberty of action in it. This proposition seemed at first blush a little revolutionary, but the idea having after a while commended itself to the Board, we began by withdrawing first one restriction, and then, as nothing startling resulted, we followed up by withdrawing another and yet another. The public satisfaction which followed the withdrawal of these petty restrictions, and the fact that the disastrous era of lawlessness apprehended by some timid people did not result, helped still further to broaden our ideas, so that by the time when it came to be necessary to make arrangements for the erection of the new Library building our views had become sufficiently expansive to suggest the consideration of a plan of construction permitting the public free access to the stack room, so that patrons might browse among the shelves and pick and choose at their discretion. When we spoke of adopting the system of free access, there were warnings that we were taking an awful chance, and that our book-shelves would simply be ravaged. But we decided to take the risk, and as it turned out, there was practically no risk at all. We lost no books by pilferers, so far as we could find out; the enjoyment of wandering at will among the shelves and picking and choosing one's book for one's self was keenly appreciated by every patron of the Library, from the start; and nobody would now think for a moment of going back to the old system. Later, we wiped out the age limit, so that with us the little folks are as free of the Library as their elders; we abolished the demand for a guarantee from non-householders, the charge for Library cards, and every other requirement, except that of quiet and orderly behaviour, and as to the last we have never had any trouble. As it is now, all citizens, old or young, and also the visitors from other places who come to us during the summer season, can become members simply on application, and without furnishing any guarantee. Citizens who are going away for summer holiday trips may take out half a dozen books each to provide themselves with reading during their vacation, and may keep them out for

six weeks. All the members, old and young, have the free run of the book-shelves, and may browse among them all day if they are so minded. And there is no charge of any kind for anything, except the fines for the non-return of books. Under which system, or absence of system, if you like to put it that way, everything runs smoothly, and everybody appears to be satisfied.

Another way in which the members of the Library Board may help the Library is by doing what they can to keep the public in touch with the activities of the Library in its various departments. When consignments of new books are received, lists of these may with good effect be published in the local papers. Also when any subject of a special nature is interesting the public mind, lists of whatever books there may be in the Library bearing upon that subject may be made out and published. If there has been an earthquake in Madagascar, publish a list of books telling about earthquakes and about Madagascar. It a war breaks out in Morocco, or if there is an insurrection in Timbuctoo, publish a list of the books in the Library telling about Timbuctoo or about Morocco. If there are no such books, get some, and then publish the list. From our experience, the effect of such publication will be to cause a run upon those books which will be somewhat of a surprise to the Board which tries the plan for the first time. Lists of books on gardening may be published in the Spring; lists of cookery books for the ladies during the preserving season; lists of books on the conduct of public meetings, debating societies, literary societies and such like, for the young people, during the Winter; lists of books on music for the musically inclined. If the town has any special industrial interest, technical books bearing on that interest may be provided and lists of such published. The object to be kept in view is to get the idea infused into the mind of the public that, whatever subject they may happen to be interested in, they may be certain of finding something that will assist them in connection with that subject in the Public Library.

Then as to the selection of new books. While the practice of most Library Boards is to leave the selection of books in the hands of a special committee, yet members of the Board at large may do a good deal to assist the committee in their selection by noting down any suggestions that may be made to them by citizens as to books which they would like to see added to the library stock; also by noting the titles, publishers and prices of any new books which it might seem of advantage to procure, and submitting such suggestions to the Book Committee. Another way in which members of the Board may do good work is by keeping an oversight over the general administration of the Library; seeing that the work is properly kept up, and that patrons of the Library, whether young or old, are courteously treated and promptly served; but all this as far as possible without anything in the way of fussiness or interference.

To sum the whole matter up, the object to be aimed at is to create such an atmosphere about the Library as shall make it clear to the public that the Library is not looked upon by the management as a place owned by the Library Board to which the public is admitted on sufferance, but as an institution owned by the public and administered by the Library Board along the lines which seem best calculated to promote the comfort and convenience of the citizens who make use of it. The idea is to get the public to realize that the Library is their Library; that the books which it contains are their books; and that the employees and members of the Board are at their service for any information or assistance which they may require. The end to be kept constantly in view should be to make it plain that the desire of everybody concerned with the administration of the Library is to make it a congenial and pleasant place of resort, where every citizen is welcome to the use of all the facilities which the Library affords, and where members of the public, in making the fullest use of these facilities, are desired by the Board of Management to feel perfectly within their rights, perfectly at ease, and perfectly at home."

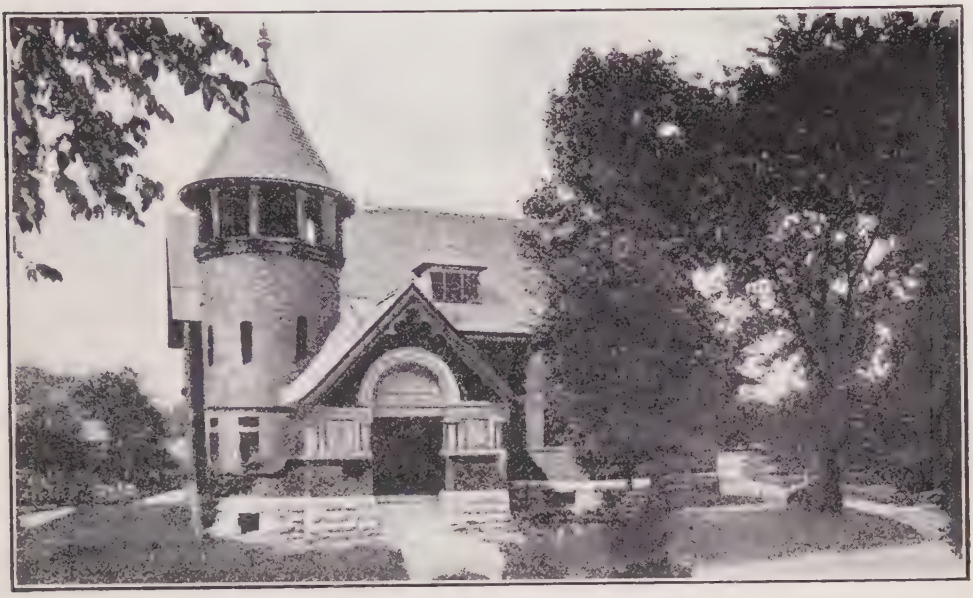
DESCRIPTIONS OF PUBLIC LIBRARIES

Which have appeared in the Inspectors' previous Reports for the years 1906, 1907, 1908, 1909 and 1910, showing the year and Page of Report

Name of Library	Year	Page	Name of Library	Year	Page
1 Belleville	1908	163	26 Niagara Falls	1910	501
2 Brampton	1907	323	27 North Bay	1910	503–4
3 Bracebridge	1907	308	28 Ottawa	1909	416
4 Burlington	1907	312	29 Odessa	1909	417
5 Brantford	1906	247–51	30 Orangeville	1907	314
6 Brockville	1906	252	31 Paris	1906	288
7 Berlin	1906	242	32 Picton	1907 1908	302 150
8 Chatham	1906	256	33 Perth	1907	319
9 Collingwood	1906	259	34 Penetanguishene	1909	417
10 Cornwall	1906	262	35 Runnymede	1910	504
11 Dundas	1910	499–500	36 St. Catharines	1906	229
12 Elora	1909	407	37 Sarnia	1906	291
13 Fort William	1910	500–1	38 Smith's Falls	1906	297
14 Goderich	1906	226	39 Sault Ste. Marie	1910	504–5
15 Galt	1906	267	40 St. Marys	1906	298
16 Guelph	1906	270	41 St. Thomas	1906	301
17 Hamilton	1906	275	42 Stratford	1906	308
18 Harriston	1909	411	43 Streetsville	1907	301
19 Ingersoll	1910	501–3	44 Toronto	1910	506-7-8-9
20 Kenora	1910	500	45 Uxbridge	1907	305
21 Lindsay	1906	276	46 Waterloo	1906	312
22 London	1906	279	47 Windsor	1906	316
23 Lucknow	1910	503	48 Wallaceburg	1907 1910	327 505–6
24 Napanee	1908	170	49 Walkerville	1910	506
25 Niagara	1909	415	50 Wardsville	1909	418

LIBRARIES OUTSIDE ONTARIO

Name of Library	Year	Page	Name of Library	Year	Page
51 Regina, Saskatchewan	1910	511–12	52 Winnipeg, Manitoba	1910	512.13



Westmount Library, Montreal

Peterborough Public Library, Interior View

VIEWS AND OTHER ILLUSTRATIONS

Of the various Libraries, "Free" and "Association," that have appeared in the reports of the Inspector of Public Libraries for the years 1906, 1907, 1908, 1909 and 1910. Alphabetically arranged.

Name of Library	Free or Associat'n	Description	Year	Page
Brampton	Free	Exterior	1907	323-5
		Basement Plan		
		Main Floor Plan		
Brantford	Free	Exterior	1906	248-50
		First Floor Plan		
		Basement Plan		
Burlington	Associat'n	Basement Plan	1907	313
		First Floor Plan		
Brockville	Free	Exterior	1906	253-5
		First Floor Plan		
		Basement Plan		
Berlin	Free	Exterior	1906	243-6
		First Floor Plan		
		Basement Plan		
		Second Floor Plan		
Bracebridge	Free	Exterior	1907	309
		Ground Plan		
		Basement Plan		
Belleville	Free	Exterior	1908	164-9
		Rotunda (interior)		
		Basement Plan		
		Ground Floor Plan		
		First Floor Plan		
		Attic		
Chatham	Free	Exterior	1906	257-8
		Ground Floor Plan		
Collingwood	Free	Exterior	1906	260-2
		Ground Floor Plan		
		Basement Plan		
Cornwall	Free	Exterior	1906	265
Dundas	Associat'n	Exterior	1910	495
Elora	Free	Front Elevator	1909	408
		Basement Plan		410
		Ground Floor Plan		409
Fergus	Associat'n	Basement Plan	1910	557
		Ground Floor Plan		557
		Exterior		543
		Front Elevation		543
Fort Frances	Associat'n	Exterior	1910	510
Fort William	Free	Exterior	1910	480
Goderich	Free	Exterior	1906	227-8
		Ground Floor Plan		
Galt	Free	Exterior	1906	266-9
		Ground Floor Plan		
		Basement Plan		
		Second Floor Plan		
Guelph	Free	Exterior	1906	271-3
		Ground Floor Plan		
		First Floor Plan		
Hamilton	Free	Exterior	1906	275
Harriston	Free	Front View	1909	401
Ingersoll	Free	Exterior	1910	447
		Basement Plan		413
		First Floor Plan		412
Lindsay	Free	Exterior	1906	277-8
		Ground Floor Plan		

VIEWS AND OTHER ILLUSTRATIONS

Of the various Libraries, "Free" and "Association," that have appeared in the reports of the Inspector of Public Libraries for the years 1906, 1907, 1908, 1909 and 1910. Alphabetically arranged—Continued

Name of Library	Free or Associat'n	Description	Year	Page
London	Free	Exterior	1906	280-3
		Ground Floor Plan		
		Basement Plan		
		Second Floor Plan		
		Exterior	1910	528
Lucknow	Associat'n	Exterior	1910	447
Napanee	Associat'n	Exterior	1908	171
Niagara	Associat'n	Corner of Reading Room (Biographical Sec.)		349
		Interior View of Library		414
Niagara Falls	Free	Exterior	1910	502
North Bay	Free	Exterior	1910	495
Orangeville	Free	Basement Plan	1907	315-7
		First Floor Plan		
		Main Floor Plan		
Odessa	Associat'n	Front View, Exterior	1909	385
Oshawa	Free	Front View, Exterior	1909	329
Ottawa	Free	Exterior	1906	286-7
		Reading Room		337
		Reference Room		335
Ottawa	Free	Children's Room	1909	332
		Reference Room		390
		Main Stairway		357
		New Stack Room		396
		Ground Floor Plan		
Penetanguishene	Free	Exterior View	1909	352
Perth	Free	Exterior	1907	319-22
		Basement Plan		
		Ground Floor Plan		
		First Floor Plan		
Picton	Free	Ground Floor Plan	1907	303-4
		Lower Floor Plan		
Palmerston	Free	Exterior	1907	329
Paris	Free	Exterior	1906	289-90
		First Floor Plan		
Port Elgin	Associat'n	View of Library	1909	378
		Basement Plan		424
		Main Floor Plan		423
Ridgeway	Free	Exterior	1910	502
Sarnia	Free	Exterior	1906	292-4
		First Floor Plan		
		Basement Plan		
St. Catharines	Free	Exterior	1906	230-2
		Main Floor Plan		
		Second Floor Plan		
		Basement Plan		
St. Thomas	Free	Exterior	1906	302-4
		Ground Floor Plan		
		Basement Plan		
St. Mary's	Free	Exterior	1906	299-300
		Basement Plan		
		First Floor Plan		
Sault Ste. Marie	Associat'n	Exterior	1910	480
Streetsville	Free	Exterior	1907	300-1
		Ground Floor Plan		
Stratford	Free	Exterior	1906	307-9
		Ground Floor Plan		
		Ground Floor Plan Scale		

VIEWS AND OTHER ILLUSTRATIONS

Of the various Libraries, "Free" and "Association," that have appeared in the reports of the Inspector of Public Libraries for the years 1906, 1907, 1908, 1909 and 1910. Alphabetically arranged—Continued

Name of Library	Free or Associat'n	Description	Year	Page
Smith's Falls	Free	Exterior	1906	296-7
		First Floor Plan		
Toronto	Free	Exterior, Front Elevation	1906	234-8
		Exterior, East Elevation		
		Main Floor Plan		
		First Floor Plan		
		Third Floor Plan	1908	
		Reference Library		
		Exterior	1910	446
		Reading Room		468
Toronto, Yorkville Branch		Exterior	1906	239-41
		Ground Floor Plan		
		Basement Plan		
		Exterior	1910	488
Riverdale Branch		Stack Room	1910	468
		Exterior		488
Queen and Lisgar do		Exterior	1910	488
Western Branch		Exterior	1910	488
Uxbridge	Free	Exterior	1907	306
Wallaceburg	Free	Exterior	1907	326-8
		Exterior	1910	553
Wardsville	Associat'n	Front View	1909	368
		Ground Floor Plan		419
Windsor	Free	Exterior	1906	317-9
		Ground Floor Plan		
		First Floor Plan		
Old Building		Exterior	1910	476
New Building		Exterior	1910	476
Waterloo	Free	Exterior	1906	313-5
		First Floor Plan		
		Second Floor Plan		
Woodstock	Free	Basement Plan	1909	420
		Ground Floor Plan		421
Niagara Historical Society	Museum	Exterior	1907	277
Travelling Library Cases				527

Outside of Ontario

Regina, Saskatchewan	Reference Room		510
	Exterior		510
Winnipeg, Manitoba	Exterior		553

FORT WILLIAM—CARNEGIE—PUBLIC LIBRARY

This is the latest monument of Mr. Carnegie's liberality and the only modern library building in Ontario west of Penetanguishene. It stands within rifle shot of the mouth of the Kamanistiquia River. The building at present is two stories only. It is a massive structure of cement, steel, stone and Milton pressed brick with wood work of solid oak. Stone steps face the entrant. General reading-room is on the right, ladies' and juvenile room on left, both 28 feet by 50 feet, the rest of the floor is for the librarian and assistants. Well lighted within, with steel roof, supported by 6 pillars. Below are eight rooms, furnace room, technical room and men's news room. Building over all is 87 by 80 feet. Lavatories, board rooms, committee, and storage rooms in basement.

This library is a striking symbol of western enterprise, the logical result of the march of civilization,—for hereabouts where stood the Hudson Bay Company Fort a few short years ago, the country was little more than a muskeg, a wilderness entrepot, important as a fur trading centre,—but still only an outpost at the foot-stool of a forest practically untracked, flanked on the south by Lake Superior, on the north by Hudson Bay. Then the habitat of Saulteau trapper and half breed trader, husky dogs and voyageurs—now an up-to-date commercial centre of humming industry.

Miss Black, Fort William's most capable Librarian, says: "The building is delightfully bright and cheery, the finish being in light woods, and the floors covered with cork to deaden the sound. In fact it is one of the most complete buildings I have ever seen."

HAMILTON—CARNEGIE—PUBLIC LIBRARY

New Building in Course of Erection

The size of the building is 67 ft. x 168 ft. 6 in. The frontage occupies the entire block between McNab and Charles streets. It is a two-storey building with basement.

Built of Indiana limestone, chiseled faced, with stone cornices, it has fire-proof floors and roof made of enforced concrete and hollow tile.

The building is heated by steam and ventilated by electric fans changing all the air in the building every fifteen minutes.

THE PETERBOROUGH PUBLIC LIBRARY

The Peterborough Public Library building, the erection of which is due to the generosity of Mr. Andrew Carnegie and the efforts of several public-spirited citizens, shows the evolution of the old Mechanics' Institute which was founded in 1868. There are still living in Peterborough a few of the original projectors, of whom Mr. D. W. Dumble, the police magistrate, was the first secretary, and with him was associated—a coincidence in nomenclature—Mr. John Carnegie, Jr., lately passed away, but Mr. Wm. Helm was the first chairman of the Board and was succeeded by some well-known citizens. To Dr. George Burnham, however, who held office for upwards of twenty years, great credit is due for the high literary standard of the library. Mr. Peters acted as librarian from 1884 to the close of 1910, previous to the appointment of Mr. Fred M. de la Fosse.

The late Mrs. Nicholls' beneficent donations amounted to $11,000, exclusive of $10,000 as endowment to the Mechanics' Institute. Mr. Andrew Carnegie's donations amounted to $30,000.

The dimensions of the building are 71 ft. x 75 ft. The main floor consists of ladies' and men's reading-rooms. juvenile enclosure, stack-room (with shelves for 15,000 volumes), reference-room, lavatories, and Librarian's office. The basement has cement floor throughout and comprises furnace-room and coal-bin, store-rooms, lavatory for men, and two committee-rooms. The top flat has five rooms. The largest of these will hold 250 people and possesses a stage and dressing-room. The second in size is to be used as a museum. The other rooms are the Board Room, Medical Men's Committee Room and Teachers' Reading Room. The dimensions on the ground floor:—Men's Reading Room, 25 ft. 6 in. by 42 ft.; Ladies' Reading Room, 25 ft. 6 in. x 28 ft.; Juveniles' enclosure, 14 ft. x 25 ft. 6 in.; Stack Room, 28 ft. x 40 ft.; Reference Room. 14 ft. by 18 ft. The main floor is lighted by 77 Tungsten lamps of 32 candle power each.

Raphael's *Madonna* as seen on the wall was presented to the Library by an anonymous donor and is a beautiful reproduction.

CLASSIFICATION OF CANADIAN HISTORY AND LITERATURE

When the classification of the Educational Library of this Department was undertaken in June, 1910, the cataloguers discovered that under the last edition of Dewey, Canada had not been given the extended reference that its importance demanded. I was informed that the absence of class-numbers in the Canadian Section of the library made it impossible for the cataloguers to classify the library properly. In order to proceed with the classification of Canadian History and French Canadian Literature in the other libraries of the Province, our classifiers compiled numbers which it was thought, though only roughly expanded, would at least in part meet the difficulty. No number is given in the 7th—last—edition of Dewey for Canadian literature. For this purpose 819 was taken by our cataloguer and for History 971. A copy of this plan was sent to Mr. Dewey, but reported as not received, and a copy to Mr. G. H. Locke, Chief Librarian, Toronto Public Library, in May, 1911, whose cataloguers had reported a similar difficulty when classifying the books of their Reference Department. The books of the circulating library, College Street branch, are not catalogued according to the Dewey system. The chief librarian had strongly urged Mr. Dewey to "remedy the inadequate treatment accorded Canada in the Dewey Edition of 1891." Meanwhile, I had written Mr. Dewey in April, 1910, giving a detailed history of library affairs in Ontario, with copies of the Public Libraries Act, official reports, etc., describing the importance of the cataloguing undertaken by this Department. I asked particularly that if any changes in Canadian classification were made he would notify me. I was finally advised by Miss Seymour, Mr. Dewey's assistant, that it was then too late to include Mr. Locke's suggested sub-division of Canada, and the new Edition for 1911 "appeared with the Canadian classification as it was twenty years ago." To-day there are hundreds of thousands of the 1,400,000 books of all classes in these Libraries of Ontario—which are recipients of Legislative aid —still awaiting special class recognition by Mr. Dewey, whose general system otherwise has already been adopted by the Department of Education.

Meanwhile, in respect to books on Canadian Literature and History in the various provincial libraries of Ontario, the number 819 and 971 were being used for Literature and History respectively. Mr. Dewey subsequently inserted a notice in "Public Libraries" that he would issue a special supplement for Canada. In October, 1911, copies of a scheme were sent by Mr. Dewey to Mr. Locke and certain other interested persons which Miss Seymour reported had elicited "a

crop of criticism." No copy of this scheme was, however, sent to this Department, nor any further word received from Mr. Dewey or any intimation that further action was in progress in respect to Canadian classification until an undated circular, signed by Mr. Locke, reached the Inspector, December 22nd, with a printed table of numbers and an Index asking for "a careful examination of the plan and a searching criticism of it." It was explained that this table had been prepared fearing that "the wait would be too long" for Mr. Dewey's promised "supplement." I at once wrote Mr. Dewey, expressing surprise that I had heard nothing from him since the Spring of 1910, drawing his attention to the omission in his 7th Edition of any number for Canadian Literature. In Mr. Locke's plan also no number was given for this important sub-division. From Miss Seymour I then learned for the first time of the "scheme" that had been sent out in October last to "many interested people" by Mr. Dewey, but that no copy had been sent to the Department of Education. A "draft embodying the new suggestions" of the critics referred to was promised, but this also has not as yet been received. I again wrote to Mr. Dewey referring to what I thought were the best features of Mr. Locke's and Miss Spereman's respective classifications, but have received no further communication.*

While it is most important that a plan of classification suited to the needs of Canada should be prepared for immediate use, no matter by whom devised, it would be an obvious mistake to try and introduce any plan prepared by any group of classifiers, no matter how competent, among the libraries of the province receiving Government Grants and subject to the provisions of the Public Libraries Act of 1909, without first ascertaining what the views of the Minister of Education might be and what action he might consider necessary with regard to his efforts to instal a uniform system of cataloguing throughout the Province, as such might possibly entail not only a change in the Regulations but even call for amendment of the Act.

I would add that since the receipt of Mr. Locke's plan I have compared it with that of the classifiers of this Department, and am of the opinion that, so far as the geographical grouping as suggested by him and his associates goes, it is certainly more generally consistent and complete than the experimental plan prepared by the Departmental cataloguers and an improvement on the plan as outlined by Mr. Dewey. In the case, however, of the plan prepared by our own classifier it is the only one that allots a number for Canadian Literature. It is hoped and believed that with the information now before him Mr. Dewey will elaborate a plan of Canadian classification that will meet the requirements of the Dominion. While the Department of Education favours the Dewey Decimal System of classification and gives the services of an official free of cost to introduce the system into any library receiving Government aid, the adoption of the system by any library is entirely optional. But if any other system is preferred the free services of a departmental cataloguer are not given.

* Since this was written, an amended "Classification of 971 Canada British North America" has been received from Mr. Dewey.

Regina Public Library, General Reading Room

This form and the three following are samples of those now supplied to Booksellers, etc., selling to Public Libraries. This form to be used for

NOTE.—These are printed on BLUE Paper.

Adult NON-FICTION Only

No Invoice will be accepted by the Department of Education unless rendered on these forms.

Booksellers are notified that the Dewey-Decimal classification as shown below must be strictly adhered to. If this is not done the Librarian must return the Invoice to the Bookseller for correction.

The Secretary and Treasurer of the Library Board must see that all accounts for Books, Periodicals and Newspapers purchased during the year are paid for before the end of the year, and duly receipted showing date of payment. The Original Invoices must accompany the Annual Report. Duplicates to be retained by the Library.

.....191....

.....Public Library

Bought of.....

IMPORTANT TO LIBRARIANS AND BOOKSELLERS

ALL NOVELS whether for Adults or Juveniles must be classified as FICTION, and entered on the Fiction forms printed for that special purpose. No exception will be permitted to this rule. The price of every book must be entered separately in the proper column as shown below, and total additions given at foot of each sheet, and carried forward if necessary.

AUTHOR	TITLE	Adult NON-FICTION only CLASSIFICATION Make entry of each book with a stroke thus /, in its proper column.													
		GEN. WORKS	PHILOSOPHY	RELIGION	SOCIOLOGY	PHILOLOGY	NATURAL SCIENCE	USEFUL ARTS	FINE ARTS	LITERATURE	HISTORY	BIOGRAPHY	GEOGRAPHY AND TRAVEL	$	cts.
	TOTAL														

Received above Books in good condition

This sheet must be signed by the Librarian.

For complete directions and key to this Classification, look at the back of this sheet.

.....Librarian

(Give full Christian name and state whether "Mrs." or "Miss.")

The Dewey-Decimal classification is printed on the backs of all these forms

This form to be used for

Adult FICTION Only

NOTE.—These are printed on RED paper

No invoice will be accepted by the Department of Education unless rendered on these forms.

Booksellers are notified that the Dewey-Decimal classification as shown below must be strictly adhered to. If this is not done the Librarian must return the Invoice to the Bookseller for correction.

The Secretary and Treasurer of the Library Board must see that all accounts for Books, Periodicals and Newspapers purchased during the year are paid for before the end of the year, and duly receipted showing date of payment. The Original Invoices must accompany the Annual Report. Duplicates to be retained by the Library.

.....191....

.....Public Library

Bought of.....

IMPORTANT TO LIBRARIANS AND BOOKSELLERS

ALL NOVELS whether for Adults or Juveniles must be classified as FICTION. No exception will be permitted to this rule. The price of every book must be entered separately in the column as shown below, and total additions given at foot of each sheet, and carried forward if necessary.

AUTHOR	TITLE	ADULT FICTION ONLY	
		$ cts.	$ cts.
	TOTAL		

Received above Books in good condition

This sheet must be signed by the Librarian.

For complete directions and key to this Classification, look at the back of this sheet.

.....Librarian

(Give full Christian name and state whether "Mrs." or "Miss.")

NOTE.—These are printed on WHITE paper.

This form to be used for

JUVENILE Books Only

No Invoice will be accepted by the Department of Education unless rendered on these forms.

Booksellers are notified that the Dewey-Decimal classification as shown below must be strictly adhered to. If this is not done the Librarian must return the Invoice to the Booksellers for correction.

The Secretary and Treasurer of the Library Board must see that all accounts for Books, Periodicals and Newspapers purchased during the year are paid for before the end of the year, and duly receipted showing date of payment. The Original Invoices must accompany the Annual Report—Duplicates to be retained by the Library.

.....191....

.....Public Library

Bought of.....

IMPORTANT TO LIBRARIANS AND BOOKSELLERS

ALL NOVELS whether for Adults or Juveniles must be classified as FICTION. No exception will be permitted to this rule. The price of every book must be entered separately in the proper column as shown below, and total additions given at foot of each sheet, and carried forward if necessary.

AUTHOR	TITLE	JUVENILE BOOKS ONLY CLASSIFICATION Make entry of each book with a stroke thus /. in its proper column.														
		GEN. WORKS	RELIGION	SOCIOLOGY	NATURAL SCIENCE	USEFUL ARTS	FINE ARTS	LITERATURE	HISTORY	BIOGRAPHY	GEOGRAPHY AND TRAVEL	ALL OTHERS	$	cts.	FICTION	cts.
	TOTAL															

Received above Books in good condition.

.....Librarian

This sheet must be signed by the Librarian.

For complete directions and key to this Classification, look at the back of this sheet.

(Give full Christian name and state whether "Mrs." or "Miss.")

This Form is for

NOTE.—These are printed on GREEN paper.

MAGAZINES, PERIODICALS AND NEWSPAPERS ONLY

The Secretary and Treasurer of the Library Board must see that all accounts for Periodicals and Newspapers purchased during the year are paid for before the end of the year, and duly receipted showing the date of payment. The Original Invoices must accompany the Annual Report—Duplicates to be retained by the Library.

.....Public Library

Bought of..... 191

Per.....

NAME OF PUBLICATION	Rate per Annum $ cts.	PERIOD OF SUBSCRIPTION			Amount $ cts.
		Number of Months	From	To	
				TOTAL.	

Received above Publications in good condition.

..... Librarian.

Give full Christian name and state whether "Mrs." or "Miss."

This sheet must be signed by the Librarian.

LITERARY AND SCIENTIFIC INSTITUTIONS, ETC.

The following Literary and Scientific Institutions, etc., duly reported according to the requirements of the Act, and received the undermentioned grants during the fiscal year ending October 31st, 1911.

Name	Grant. Paid
	$ c.
Brant Historical Society	100 00
Elgin Historical and Scientific Association	100 00
Essex Historical Society	100 00
Huron Institute	100 00
Lennox and Addington Historical Society	100 00
Lundy's Lane Historical Society	200 00
London and Middlesex Historical Society	100 00
Niagara Historical Society	200 00
Ontario Historical Society	800 00
Simcoe County Pioneer and Historical Society	100 00
Wentworth Historical Society	100 00
Women's Canadian Historical Society of Ottawa	200 00
Women's Canadian Historical Society of Toronto	100 00
Women's Wentworth Historical Society	300 00
Hamilton Scientific Association	400 00
Canadian Institute	1,500 00
L'Institut Canadien Francais d'Ottawa	200 00
Ottawa Field Naturalists' Club	200 00
Wellington Field Naturalists' Club	100 00
Royal Astronomical Society, Toronto	600 00
Society of Chemical Industry	200 00
Ontario Library Association	200 00
Reading Camp Association	500 00
Canadian Free Library for the Blind, Markham	500 00
St. Patrick's Literary Association of Ottawa	200 00
*Ontario Society of Artists	.....
†Central Ontario School of Art and Industrial Design, Toronto	.....

NOTE.—**Ontario Society of Artists.*—The grant to this Society was formerly paid through the Inspector of Public Libraries under Section 30 of the Public Libraries Act of 1905, as provided in Section 21, 58 Victoria, Cap. 45, subsequently repealed.—See Section 35, Public Libraries Act of 1909.

† *Central Ontario School of Art and Design.*—Was formerly paid under authority of Section 17, Public Libraries Act, 1909, through the Inspector of Public Libraries. This Section was repealed when the "Act respecting Education for Industrial Purposes" was passed in 1911.

The annual grants to both of these Societies are now paid through the Superintendent of Education.

The Ottawa Literary and Scientific Society reported its inability to comply with requirements necessary to qualify for a grant.

The St. Patrick's Literary Association of Ottawa having re-organized and re-established with bright prospects received its grant.

AMERICAN LIBRARY ASSOCIATION

The annual convention of the American Library Association will be held, it is hoped, at Ottawa in June next. If this is arranged it is expected that there will be a full and representative gathering of Canadian Librarians on that occasion.

Further particulars can be obtained upon application to the Inspector of Public Libraries, or the Secretary of the Ontario Library Association, Toronto.